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ABSTRACT

This publication contains 19 one- or two-page profiles of Illinois teachers, educational administrators, and business people who have contributed greatly to the success of their vocational education students. The profiles are written in the third person but many contain first-person accounts, along with testimony about the subjects by employers, students, and community leaders. The leaders described worked in various capacities with vocational education students on both the high school and community college level. The document also contains a short overview of what individuals can contribute to vocational education in Illinois. (KC)

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ILLINOIS

COUNCIL ON VOCATIONAL EDUCATION

Documents in the Vocational Education Success Stories Series Include:

Community Partnerships
Individual Roles
Benefiting Students
Serving Special Populations

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Vocational Education Success Stories:

INDIVIDUAL ROLES 1986

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Recommendations

The Illinois Council on Vocational Education is required to advise the business community, the Illinois State Board of Education, the Governor of Illinois, and the general public on how the private sector can help to modernize vocational education.

TO THE BUSINESS COMMUNITY:

The Illinois Council on Vocational Education recommends the following private-sector initiatives to help modernize vocational education.

1. Support membership of management and labor on regional and local advisory councils on vocational education.
2. Encourage management and labor to participate on economic development councils in the community.
3. Provide internship experiences for teachers through the state's VIP (vocational instructor practicum) program designed to help update teachers.
4. Communicate training needs to the vocational education community by sponsoring activities for teachers, counselors, and administrators such as:
   - Tours of facilities,
   - Dialogue with employers,
   - Equipment demonstrations,
   - Review of job skills and academic skills needed by workers,
   - Analysis of labor pool availability.
5. Assist with instruction by providing services to vocational education programs such as:
   - Hands-on experiences with equipment,
   - Student tours and demonstrations at the worksite,
   - Employers serving as "guest teachers" in classes,
   - Review of curriculum,
   - Development of instructional information,
   - Identification of job tasks.

TO THE GENERAL PUBLIC:

1. Encourage private-sector involvement in vocational education programs.
2. Voice support for private sector and vocational education programs.
3. Attend local boards of education meetings and request attention be given to partnerships with the private sector.

TO THE ILLINOIS STATE BOARD OF EDUCATION:

To aid the Illinois State Board of Education in using 1) the private sector to help modernize vocational education and 2) business concerns, labor organizations and the public, particularly local employers and local labor organizations, to provide vocational education, the Illinois Council on Vocational Education recommends the following:

1. Encourage the development of private-sector and educational partnerships at the program, school or district, and regional levels.
2. Support inservice education at all levels to help vocational education work more effectively with the private sector.
3. Initiate statewide policies and practices which show a commitment to private-sector and education partnerships.
4. Launch a statewide campaign urging private-sector involvement in education, particularly vocational education at the local level.
5. Recognize exemplary partnerships which benefit students.

TO THE GOVERNOR OF ILLINOIS:

The Illinois Council on Vocational Education presents the following recommendations as a means of advising the Governor on how the private sector can help to modernize vocational education:

1. Provide tax-break incentives for private-sector participation in vocational education which provides opportunities for students such as:
   - Hands-on experience with modern equipment,
   - Instruction in new technologies,
   - Work experience.

   Continue to support state funding for programs to update teachers, such as the VIP (internship) program.
3. Encourage private sector and vocational education partnerships in public presentations and programs sponsored by the office.
4. Appoint members to educational boards who are sympathetic to the relationship of vocational education and the State's economy.

Vocational Education Success Stories:

Individual Roles

A Report
of the
ILLINOIS COUNCIL
ON
VOCATIONAL EDUCATION

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1986

To the Reader

This publication is one in a series of four prepared to report ICoVE's Recognition Program. The ICoVE Recognition Program was designed to serve the following five purposes.

Purpose 1. Commend accomplishment and achievement in vocational education. Although much has been said in recent years about what is wrong with education, some *good* things are happening in our schools and these should be brought to the attention of the citizens of Illinois. Encouragement through recognition may increase efforts to strive for excellence.

Purpose 2. Collect information about vocational education and evaluate its success. Questionnaires were completed by nominees for special recognition. Responses provided ICoVE with information about how participation in vocational education had been beneficial to the individuals, their work place, students, and the vocational education programs. Responses revealed how those outside the vocational education community had become interested in getting involved with vocational education programs. Characteristics of successful programs were identified. Information was collected about people from all walks of life who were working together to help educate Illinoisans for employment. Participants gave ICoVE suggestions about how to maintain quality vocational education programs and assist those needing improvement.

Purpose 3. Provide a resource guide of successful vocational education programs and activities. ICoVE encourages the use of this publication as a resource for model programs and activities for replication by others. Vocational educators have always been willing to share information to help others. Each success story includes the name and address of someone who can provide more information about the described program.

Purpose 4. Assist ICoVE in partial fulfillment of its mandated responsibilities. Information collected for the ICoVE Recognition Program was merged with other information and data to draw conclusions and make recommendations mandated by legislation. Mandated responsibilities this project helps to fulfill include:

- Report on policies needed to strengthen vocational education programs, particularly for the handicapped;
- Advise on how the private sector can help to modernize vocational education programs;
- Report on the availability of activities and services;
- Recommend how business and labor concerns can be used;
- Assess use of federal funds to support vocational education programs;
- Recommend how the public can be involved in providing vocational education;
- Report on equal access to quality vocational education programs for target populations;
- Evaluate coordination between vocational education and JTPA.

Purpose 5. Report ICoVE's recommendations to the Governor, Illinois State Board of Education, General Assembly, private sector, general public, vocational educators, parents, job training community, students, U.S. Department of Education, and U.S. Department of Labor. This series of Vocational Education Success Stories contains findings, conclusions, and recommendations, in addition to "success stories." This information is provided to satisfy the mandate to report and present recommendations to the above audiences.

Individual Roles

The Illinois Council on Vocational Education (ICoVE) is pleased to recognize individuals in the State of Illinois who have contributed to vocational education. Individual efforts have resulted in successful outcomes for Illinois students who are preparing for employment. The momentum gained as individuals assisted and provided motivation to others has caused dynamic initiatives to emerge throughout Illinois' education for employment community.

Individual success stories reviewed by ICoVE indicate that the cooperative efforts of individuals from both the public and private sectors have become the foundation on which many new and innovative thrusts have been built.

The success stories included in this collection are illustrative of many components of the education for employment partnership. Individuals include corporate representatives, entrepreneurs, tutors from industry, vocational education teachers, JTPA project directors, advisory council members, regional superintendents, principals, urban and rural representatives, and former students.

As the work place absorbs new technologies, the knowledge and skills necessary for employment change rapidly. A coordinated approach, involving individuals from all facets concerned, becomes imperative if excellence in vocational education is to prevail.

The Need for Excellence

Rhetoric concerned with excellence in education is abundant. Concern for excellence specific to vocational education is most often expressed by employers and organized labor who ask for workers who can communicate, calculate, reason, make decisions, work well with others, have a positive attitude, and meet changes demanded in the work place. Students who exit our public schools without these skills and competencies are short-changed as they seek employment.

Individuals who have recognized these needs and made a commitment to fulfilling them have truly made significant contributions to the education for employment programs that prepare workers for the work place. As these individual efforts join together to foster future commitments of the whole, excellence in vocational education is assured.

The State of Illinois is to be commended for efforts to encourage individual commitment to education for employment and for its ability to tap these commitments for the benefit of students and the work place throughout the State.

Reasons Individuals Become Involved with Vocational Education

Individuals who have become successfully involved with vocational education through their place of employment, as volunteers, or as advisory council members were asked why they are interested in working with vocational education and why it is important to them. Following are illustrations of their responses with the percentages of individuals who cited similar reasons. Several reasons were given by each individual.

90-100%

- Have seen how it helps students.
- I believe it is a vitally important part of our educational system.
- Helps students get jobs.
- Believe we need a well-trained work force.
- My job experience and job knowledge are valuable to vocational education.

80-90%

- Private sector involvement is important for vocational education.
- To provide hands-on experience.
- Provide job opportunity information.

70-80%

- A sense of self-satisfaction and contribution.
- Want to help improve quality.
- A way to be active in education and the community.

Nearly 40% of the individuals indicated that vocational education was important to them because they had been vocational education students and had benefited as a result. Only 23% had relatives involved in vocational education.

Advisory Council Members Encourage Future Members

Members of local vocational education advisory councils were asked by ICoVE if they would encourage other private-sector individuals to serve on local or regional advisory councils for vocational education. All responded that they would. The following statements are illustrative of reasons they gave for their response.

"You can make a difference."
"You can see an end result and an end product."
"The knowledge [in vocational education] can help the local community."
"Teachers and students need our help for future planning."
"Good use of the tax dollar."
"It's rewarding."
"These programs are great recruiting resources."
"It makes you feel good."
"Every working person has a role to play."

Characteristics of a Good Local Advisory Council

ICoVE surveyed members of local vocational education advisory councils asking them to identify characteristics of their advisory councils which contribute to their success. In rank order, the identified characteristics of successful local vocational education advisory councils included:

1. Members have a variety of skills and expertise.
2. Members play an active role.
3. The school listens to us.
4. Majority of membership is from the private sector.
5. The educators really want our help.
6. Our advice is useful in the classroom.
7. Good attendance by members.
8. We concentrate on a few activities.

Individual Roles Enhance Vocational Education

Conclusions

The Illinois Council on Vocational Education (ICoVE) reviewed success stories and model programs describing the effectiveness of individuals who are involved in vocational education or interested in assisting the educational system in preparing students for employment.

The success of these individuals brought together the education for employment community and the private sector in partnerships to strengthen and improve vocational education. The results included: 1) efficiency and effectiveness; 2) modernization of instruction; 3) increased community support; 4) benefits to students; and 5) expanded participation from students, the private sector, the general public, and educational communities.

Below are ICoVE's conclusions about how individuals can foster partnerships to strengthen vocational education programs designed to educate Illinois citizens for employment. The Carl D. Perkins Vocational Education Act of 1984 placed considerable emphasis on the vocational education-private sector partnership concept. The commitment of many individuals to this concept has culminated in putting Illinois in the forefront in fulfilling the responsibilities set out in the "Perkins Act."

Private Sector

INDIVIDUALS FROM COMMERCE AND INDUSTRY CAN:

- Serve on regional and local advisory councils.
- Solicit involvement from others in the private sector.
- Sponsor individual students for hands-on experience in the work place.
- Share expertise related to their occupation or career.
- Assist with identifying job-market needs.
- Arrange for teacher internships to update skills.
- Coordinate private-sector and education partnerships.
- Serve on technical committees to validate occupational task lists.
- Work with teachers to design innovative programs.
- Develop liaisons with their place of employment.
- Apprise educators of "state of the art" methods and equipment.
- Locate instructional information and materials.
- Solicit donations, particularly equipment.
- Sponsor educational projects.

INDIVIDUALS FROM COMMUNITY-BASED ORGANIZATIONS CAN

- Provide program information to the general public.
- Promote vocational education.
- Encourage support for educational efforts.
- Apprise educators of resources available through their organization.
- Assist with credentialing of students.
- Invite informative presentations about programs to the organizations.
- Identify potential advisory council members.
- Put the vocational education community in touch with available resources.
- Tutor students.
- Coordinate services for students with special needs.
- Assist with job placement for graduates.
- Provide needs assessment information about targeted populations.

INDIVIDUALS FROM ORGANIZED LABOR CAN

- Identify job skills and competencies needed on the job.
- Work with students in on-the-job training programs.
- Work effectively with apprenticeship programs.
- Help teachers to upgrade their skills.
- Design criteria for credentialing of vocational education students who complete programs.
- Sponsor public relations and promotional activities.
- Demonstrate job skills to students.
- Serve on advisory councils at the regional or local level.
- Suggest learning activities for students.
- Assist with student organization activities.
- Judge competitive student skill events.
- Rate performance for competency testing.
- Validate task lists for occupations.
- Coordinate summer youth programs.
- Serve as mentors.

Educational Community

INDIVIDUALS FROM THE VOCATIONAL EDUCATION TEACHING STAFF CAN

- Keep job skills current by participating in internships and other work-place experiences.
- Assist others to develop skills needed for working with the private sector.
- Arrange for private-sector participation in departmental meetings.
- Organize a file or catalog of existing private-sector resources.
- Communicate with academic teachers regarding academic competencies needed by vocational education students for success in the work place.
- Become involved in regional planning activities.
- Require performance standards equal to performance required in the work place.
- Teach courses needed to help update and upgrade the current work force.
- Provide facilities and staff for industry training.
- Organize active advisory councils.
- Stress the work ethic and academic competencies needed in the work place in addition to needed job skills.
- Encourage student success.
- Attend private industry council (PIC) meetings.

INDIVIDUALS FROM GUIDANCE AND COUNSELING CAN

- Develop partnerships with the private sector.
- Identify job opportunities in the local labor market.
- Provide career information to students.
- Compile information about specific occupations in the local or regional area.
- Coordinate special services for students with special needs.
- Work with teachers to provide special assistance for at-risk students.
- Communicate with individuals about other programs in the area that are working to prepare people for employment.
- Establish active advisory councils.
- Help students assess their interests and abilities.
- Assist with technical committee curriculum efforts.
- Provide student follow-up information.

INDIVIDUALS FROM THE ADMINISTRATIVE STAFF CAN

- Facilitate coordination between vocational education and the private sector.
- Involve teachers in activities and thrusts of advisory councils.
- Encourage and provide leadership for staff involvement with the private sector.
- Encourage and support staff participation in professional activities, such as internships in the private sector.
- Work with teachers to design their individualized career development plans to keep their job skills up-to-date.
- Become involved in community organizations.
- Assist teachers to develop partnerships with the private sector.
- Participate in advisory councils and regional implementation activities.
- Recommend administrators and teachers knowledgeable about vocational education to serve on Private Industry Councils (PICs).
- Serve on the community's Economic Development Council.
- Welcome the advice of advisory councils.
- Invite members of the private sector and the community to serve on advisory councils and study groups.
- Communicate advisory council's role to the Board of Control or local school board.
- Respond to advisory council recommendations.

Public-Sector Programs

INDIVIDUALS FROM JOB TRAINING PARTNERSHIP ACT PROGRAMS (JTPA) CAN:

- Coordinate program activities with vocational-education and private-sector resources and needs.
- Attend and participate as members of both private industry councils and local or regional vocational education advisory councils.
- Identify joint ventures to help serve the needs of the students.
- Encourage 3-way partnerships among public sector, private sector and educational programs.
- Enhance communication among cooperating entities.
- Provide assessment services for potential students.
- Serve needs of targeted populations through special services available through JTPA.

Implementing Recommendations

When adopted, recommendations to the business community, the general public, the Governor, and the Illinois State Board of Education will fall short without the support of individuals at the grassroots level. Strategies capable of implementing the concept of the recommendation will need to be initiated. Some suggestions are given below.

Education for Employment Regional Planning/Delivery System

The role of the regional delivery system in strengthening and improving partnerships with the private sector to benefit vocational education will be significant. Its major role will be leadership. Excellence in leadership will determine the extent to which excellence in education for employment is achieved.

Leadership will be essential in the establishment of partnerships with the private sector, coordination among public-sector programs (including vocational, adult, career, and corrections education and employment training through JTPA), articulation among various levels of instruction, services for at-risk populations, resource management, staff development, program planning, curriculum content, student services, program evaluation, labor market analysis, and other aspects of quality programming.

The value of partnerships between the private sector and the education for employment community has been clearly established. By thinking of these partnerships as the umbrella for leadership responsibilities, persons responsible for the administration of the regional delivery systems can use this resource to enhance excellence in vocational education.

Following are strategies recommended by ICoVE to the leadership of regional delivery systems to assist in carrying out responsibilities for strengthening partnerships with the private sector.

1. Provide staff development to improve competencies which will assist staff to:
   - Develop partnerships with the private sector.
   - Work with local and regional advisory councils on vocational education.
   - Identify community and private sector resources.
   - Establish technical committees for validating tasks performed in jobs for which they are preparing students.
   - Incorporate methods used in the work place into class instruction.
   - Solicit private-sector involvement in vocational education.
   - Use advice from advisory councils and individuals working in occupations for which students are being prepared to update programs.
   - Work with student organizations.
2. Sponsor in-service education to vocational education teachers/instructors, administrators and guidance personnel on the effective use of local and regional advisory councils.
3. Clarify the role and responsibilities of advisory council members using "The Advisory Council Handbook: Building and Improving the Education for Employment Partnerships in Illinois."
4. Work with the private sector to identify needs of the work force for jobs, skills, attitudes, and knowledge.

5. Communicate with JTPA programs through the service delivery area (SDA) office and private industry council (PIC).
6. Become active with the economic development councils in the communities.
7. Solicit participation of labor and management, including both small business and large corporations.

Teacher/Instructor Role

The role of the vocational education teachers/instructors in strengthening and improving partnerships with the private sector is important. Teachers/instructors must assume a more active role in this endeavor.

Historically, responsibilities for establishing linkages with the private sector and getting them involved in the vocational education programs were left to administrative staff or departmental chairs. Most teachers/instructors "listened to the results" of these partnerships and went "back to the classroom to teach." Many did not attend meetings of their advisory councils. This is no longer sufficient. Vocational education teachers must view responsibilities for creating partnerships as an integral part of their teaching assignment, not as an extra-duty assignment.

Following are strategies recommended by ICoVE to assist teachers/instructors in carrying out their responsibilities:

1. Develop the skills and competencies necessary for becoming involved in partnership efforts with the private sector. Be able to:
   - Integrate resources available in the community and private-sector into class instruction.
   - Work with technical committees to validate occupation tasks and knowledge needed by students to be successfully employed.
   - Simulate work place methods for classroom instruction.
   - Play an active role with the local and regional advisory councils.
   - Involve private sector individuals in classroom instruction and activities of student organizations.
2. Seek resources for providing needed services to targeted populations.
3. Participate in the VIP internship program to keep job skills current.
4. Identify academic competencies taught as part of the occupational programs.
5. Use performance testing to evaluate student achievement of learning objectives.
6. Develop a plan for individualized professional development.
7. Communicate program objectives to guidance and counseling personnel, administrators, and JTPA personnel.
8. Work with other teachers/instructors at different levels of instruction to articulate program content (secondary, postsecondary, and adult).
9. Help students and graduates find employment.
10. Solicit individuals from the private sector to become involved with education for employment programs.

Regional and Local Advisory Councils

Regional and local advisory councils on vocational education offer an organized approach to coordinating input from the private sector. Advisory councils are essential at the regional level and highly recommended at the local level. The use of both local and regional councils provides a mechanism for communicating local needs to the regional level, as well as a system for directly involving all staff members with volunteers from the private sector.

Following are strategies recommended by ICoVE to assist advisory council members to carry out their roles in strengthening and improving partnerships with vocational education.

1. Be knowledgeable of your role and responsibilities for advising on the following:
   - Needs analysis including labor-market information, task-list verification, and resource inventory.
   - Program planning and design including review of curricula, equipment, facilities, and instructional materials.
   - Delivery of instruction.
   - Program evaluation.
2. Determine ways in which individual members can be an instructional resource.
3. Help teaching staff to assess their need for updating skills and experience in the work force.
4. Assist with student performance assessment.
5. Solicit involvement of other individuals from the private sector.
6. Become involved with student organization activities.
7. Assist students and graduates in finding jobs.
8. Make recommendations for improving the quality of programs.

John Budz
Tutor in Learning Assistance Center
Triton College
Oak Park, Illinois

Tutor assists students to "taste success" by learning skills necessary for success.

John Budz has been employed as a part-time tutor with the Learning Assistance Center since 1978. During this time his duties have centered around assisting students to learn the skills for success in the vocational areas of machine tool technology and welding.

Congratulations on the high quality of work the people and philosophy of the Developmental Education Program are making a positive difference.

—Carole Bulakowski, Superintendent, Learning Assistance Center, Developmental Education, Triton College

Helps Faculty and Students

Initially, Mr. Budz worked with basic machine shop students only and was reluctant at first to work with the advanced classes because of the course content. He accepted the challenge and did an outstanding job, getting more familiar with our curriculum and the students' tutorial needs which exist at all levels of instruction. Because of his individualized contact with several students, they accomplished far more success than they would have without his assistance.

Whether the need is working with students deficient in math skills, manual skills to sharpen a tool bit, or operational skills when running machine tools such as lathes and mills, Mr. Budz can be depended upon to work well with the students. When working with students who learn slowly or who have language problems, he demonstrates unending perseverance.

—Al Check, Program Coordinator, Machine Tool Technology, Triton College

John's helping techniques have been directed toward students on a one on one basis and with small groups in the shop during class time. He has worked very closely with faculty by helping them individualize their courses according to student experience and level of need. John has spent his own time to learn the skills of computer-aided manufacturing so he would be better prepared to help his students.

During his tenure as a tutor, he has worked extensively with the students in the Machine Tool Technology Program and has been of great assistance to faculty members in our department.

It is a compliment to you and to our program to have Clark [student] enter the productive world of taxpayers.

—Phoebe Helm, Executive Director, Developmental Education, Triton College

Positive Addition

John Budz is an exemplary, self-sacrificing individual who has helped students taste success. His service with the learning center has been a positive addition to our program and our campus.

The hours which have been allocated for tutoring are greatly appreciated and the quality of tutorial service has been excellent.

John is representative of the hundreds of "hourly" employees at Triton College who work between 15 and 20 hours per week with little opportunity for recognition.

Mr. John R. Budz has been working with me to test students, many having language barriers, in addition, subtraction, multiplication, division, addition of fractions, changing fractions and assisted with the reading of micrometers, depth micrometers and the 6" scale. [Students are from Russia, Germany, India, Viet Nam, Poland and Pakistan.]

—Hugh F. McCarron, Instructor, Automatic Screw Machine Program, Triton College

Nominated by: Hillard Hebda, Lead Instructional Assistant, Content Learning Assistance Center, Triton College, 2000 Fifth Avenue, River Grove, IL 60171
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Kenneth Paterson
Manager, Central Engineering Services
Motorola Incorporated
Schaumburg, Illinois

CAD/CAM Advisory Committee
High Technology Advisory Committee
College of Lake County

Advisory Council member serves on numerous advisory councils, helps secure equipment, and promotes industrial coopperation with vocational education.

Ken Paterson has played an active role in the development of the College of Lake County's numerous programs in new technologies. He has regularly participated in the college's Computer-Aided Design/Manufacturing (CAD/CAM) Advisory Committee and was one of the charter members of our High Technology Advisory Committee.

The High Technology Advisory Committee was instrumental in the development of CLC's Automated Industrial Center which serves as a demonstration/instructional site for area industries which are interested in automation of manufacturing. This group, working with staff, secured equipment and software for the center valued in excess of $5 million, with the college's investment of just under $300,000.

Mr. Paterson surfaced as a leader of the group whether discussions centered around equipment acquisition/selection or the effects of automation on the work force. His insights and commentary were always clear, concise, and eloquently stated.

. . . A gentleman from a premier company in northern Illinois has contributed greatly to help promote a continuing relationship of industrial cooperation that has made the High-Tech thrust of our programs possible. Mr. Ken Paterson of Motorola Corporation has been exemplary in varied personal contributions to worthy projects at College of Lake County. Ken Paterson provided input for CAD and the Automated Industrial Center, helping with the planning at each stage of development.

—Carol F. Painter, Ph.D., Assoc. Dean, Engineering, Mathematics and Physical Science

As coordinator of College of Lake County's Machine Tool Trades Program, I am a direct beneficiary of the fruits of Mr. Paterson's working with the college. Ken has consistently provided support to the growth of the new technologies at the college . . . He has the ability to clearly define for members of the college staff, what current and future industrial training needs should be shaping the directions of our career programs.

Program, and James Resser, CAD/CAM Systems Manager, College of Lake County

Resource to Students

Beyond his work on the committee, Mr. Paterson has served as a speaker in administrative workshops on office automation and was the keynote speaker at the college's honors convocation. In addition to his official affiliation with the college, Ken has always been available and willing to discuss technology, the workings of his corporation (Motorola), and ideas which would help make the programs at the college prosper. His dedication and commitment are evidenced further by the fact of his serving on advisory committees for two neighboring community colleges.

Without a doubt, Ken Paterson's dedication to the advancement of technology and commitment to the college and its programs have helped to move the College of Lake County's programs forward, as well as provided demonstration sites which can be valuable to local industry.

This success story is being submitted for national recognition. Mr. Paterson received President Reagan's Private Sector Initiative Commendation for Excellence in Vocational Education Award.

Nominated by: Steven S. Springer, Director of Career Programs, Planning, and Evaluation, College of Lake County, 19351 West Washington Street, Grayslake, IL 60030, 312/223-6601, Ext. 418

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Gary Noyes
Director of Personnel
Aid to Retarded Citizens, Inc.
Springfield, Illinois

Clerical Skills Advisory Council
Lawrence Adult Center

Guidelines for credentialing, developing curriculum, and giving students a job experience is an Advisory Council member's contribution.

To serve the Vocational Education Program at the Lawrence Adult Center, a Clerical Skills Advisory Council was established in 1979, comprised of volunteer, knowledgeable members of the professions, business and industry and public service organizations. Its purpose is to provide the vital communications link between the adult vocational education program and the community work force it serves.

Task Force Established

As a result of the Clerical Skills Advisory Council, a Task Force was established. Members were asked to help set requirements and standards for entry-level positions that were most available in the various offices in the Springfield business community. As a result of the Task Force work on clerical skills, curriculum, standards, and requirements, ten clerical skills tests were designed by the Lawrence Adult Center clerical staff. This credentialing has been well received by the business community. Employers have worked on implementing this important phase of vocational education. They know when they interview students who have passed these tests they will be interviewing good, pre-screened, qualified candidates for their openings.

Gary contributed his time, professional knowledge and employment requirements for determining standards required for clerical positions in Springfield . . . and would always interview and hire . . . students . . . giving adult vocational students a "second chance" for success in the job market.

—Phyllis Rominger, Project Director

Works on Curriculum

Gary Noyes, Director of Personnel, Aid to Retarded Citizens, Inc., has been one of the most active, productive members of both the Advisory Council and the Task Force. He has devoted long hours to planning, reviewing materials and setting test guidelines for entry-level clerk typist positions and was most instrumental in developing the medical transcription curriculum. Mr. Noyes has also served as the Personnel Manager of the Southern Illinois School of Medicine. His knowledge of the medical transcriptionist positions was most helpful in providing guidelines and curriculum for the medical transcription classes. He provided the qualification requirements for the entry-level positions of clerk typists and medical transcriptionists within his firm. He also volunteered help in compiling lists of medical terminology so that our curriculum would use the kinds of phrases and words that were used in the specialized occupations.

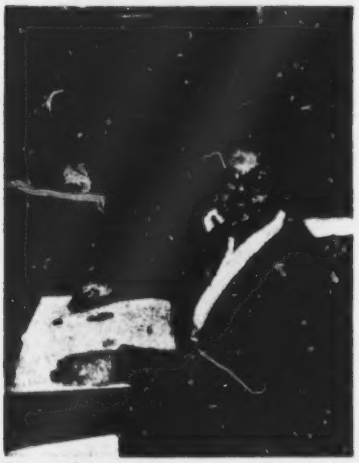
While a student at the Lawrence Adult Center in the Clerical Skills Vocational Program, I was hired by Mr. Gary Noyes . . . giving me the opportunity to work part-time while attending school and acquiring employable skills . . . he encouraged me to continue my education and to advance as rapidly as possible . . . I have since been employed as an Administrative Aide in the Department of Psychology, SIU School of Medicine.

—Gary Matternich, Former Student

Employs Students

Mr. Noyes has not only served the Council and Task Force well, but he has been an active employer of our trained students. He has called us repeatedly to fill clerk typist positions and health care assistants. During the past year, he has hired three of our students for clerk typist positions and one as a health care assistant.

Mr. Gary Noyes is a valued friend to Vocational Education and to the Lawrence Adult Center.



Ms. Norma Sprague, Clerk Typist, Aid to Retarded Citizens, Inc.

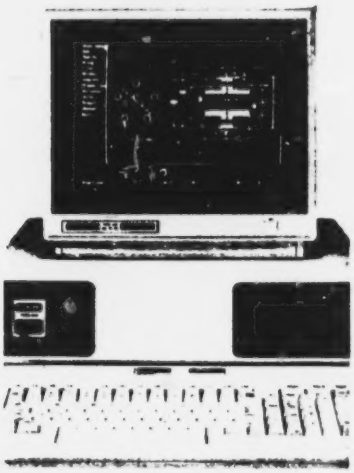
After four months at the Lawrence Adult Center, I was employed at the Aid to Retarded Citizens, Inc. At the time of my interview, Mr. Noyes told me of his interest in vocational adult education and encouraged me to continue to take classes and to look for employment that would offer me more opportunities. He emphasized that his organization did not have funds to make substantial salary increases and his contribution to employees looking for their first opportunity was to give it to them.

—Norma Sprague, Former Student

This success story is being submitted for national recognition.

Nominated by: Dr. Jack Pfeiffer, Principal, Lawrence Adult Center, 101 East Laurel Street, Springfield, Illinois 62704

For additional information, contact: Mr. Gary Noyes, Director of Personnel, Aid to Retarded Citizens, Inc., Springfield, Illinois 62703. Telephone 217/789-2560



Michael McEvoy
Manager, CAD/CAM
Travenol Laboratories
Round Lake, Illinois

CAD/CAM Advisory Committee
High Technology Advisory Committee
College of Lake County

Advisory Council plays important role assisting college to move into high technology through the development of an automated industrial center.

Mike McEvoy has played an active role in the development of the College of Lake County's numerous programs in the new technologies. He has regularly participated in the college's Computer-Aided Design/ Manufacturing (CAD/CAM) Advisory Committee and was one of the charter members of our High Technology Advisory Committee.

The High Technology Advisory Committee was instrumental in the development of CLC's Automated Industrial Center which serves as a demonstration/ instructional site for area industries which are interested in the automation of manufacturing processes.

Members of the industrial community who give valuable inputs of time and energy to help the college programs are often not fully recognized.

Mr. McEvoy provided input for CAD and the Automated Industrial Center, helping with the planning at each phase of development. Without the help he has given, it would not have been possible to attain the ambitious goals of this project. The time and energy he expends assisting the college is indeed notable and deserves significant recognition. We are proud to have him serving on our advisory committees and as an expert consultant for seminars and public presentations.

—Carl F. Painter, Ph.D., Associate Dean, Engineering, Mathematics and Physical Science

Equipment Secured

With the assistance of this group and efforts on the part of staff at the college, equipment and software were secured for the center valued in excess of $5 million, with the college's investment of just under $300,000. Mr. McEvoy played a crucial role in securing an industrial quality, six-station Computer-Aided Design system from ComputerVision Corporation for a dollar figure which would have barely covered two desk-top design terminals.

Through his own influence with ComputerVision and the support which he rallied from the higher echelon at Baxter-Travenol Laboratories, the college has been able to establish and continue an excellent relationship with ComputerVision Corporation.

I am a direct beneficiary of the fruits of Mr. McEvoy's working with the college. Mike has consistently provided support to the growth of the new technologies at the college, through his participation on various program advisory committees and in a variety of other ways.

As an advisory committee member, Mike's experience and insight are crucial to the topics addressed in the committee meetings.

—Jerry Digilio, Coordinator, Machine Tool Trades Program

Resource for High Tech

Beyond his work on the committee, Mr. McEvoy has served as a resource on the new technologies and participated as a speaker representing the advisory committee at an open house ceremony held at the college when the CAD system was first brought on line.

In addition to his official affiliations with the college, Mike has always been available and willing to discuss technology, the workings of his corporation, how the college and Baxter-Travenol could better work together, and ideas which would generally help the program at the college prosper.

His dedication and commitment are evidenced further by the fact of his serving on the High Technology Advisory Committee at the Lake County Area Vocational Center.

Without a doubt, Mike McEvoy's dedication to the advancement of technology and commitment to the college and its programs are valuable assets to programs at the College of Lake County.

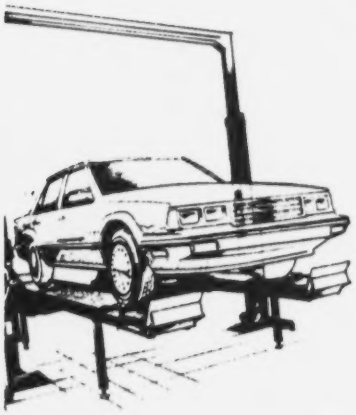
There are numerous occasions where Mike McEvoy has exceeded the expectations of an advisory committee member and proven himself an ardent supporter of the College of Lake County. Most notable is his active role in helping secure a partial equipment donation of a CAD Design system from ComputerVision. Without Mike's assistance, it is questionable whether the college would be enjoying its leadership role in training for the new technologies.

—James Resser, CAD/CAM Systems Manager, College of Lake County

This success story is being submitted for national recognition. Mr. McEvoy was recognized by President Reagan as alternate recipient of the Private Sector Initiative Commendation for Excellence in Vocational Education Award.

Nominated by: Steven S. Springer, Director of Career Programs, Planning and Evaluation, College of Lake County, 19351 West Washington Street, Grayslake, IL 60030, 312/223-6601, Ext. 418

For additional information, contact: Steven S. Springer, Director of Career Programs, Planning and Evaluation, College of Lake County, 19351 West Washington Street, Grayslake, IL 60030, 312/223-6601, Ext. 418



Ken Cuplin
Service Technician
Zimmerman Transportation Center
Freeport, Illinois

Former student becomes valuable advisory council member.

Ken Cuplin is a graduate of Highland Automotive Technology Program and has served as an outstanding advisory council member for several years. Mr Cuplin has been selected for advanced specialized training in the High Technology Electronics field by national agency representatives.

Promotes Program

Mr. Cuplin has been an active booster of the Highland program and can always be counted upon for sound advice when the program needs it. If all advisory council members were as interested in programs as Mr. Cuplin, programs would be much better.

As a former student, Ken Cuplin brings a thorough knowledge and understanding of the automotive program to the local advisory council. After several years of employment in the field, he can effectively relate how he has been able to apply his automotive classroom instruction and experience to actual employment. He further assists the instructors by promoting the value of the program to students enrolled, as well as to potential students.

Vocational Education Model

Mr. Cuplin serves as an outstanding example to the community of successful products of both vocational education and Highland Community College. He is a "success story" of a vocational education student's achievement, as well as making an outstanding contribution to vocational education as an advisory council member.

Ken Cuplin has been a former student in the Highland Community College Automotive Program, and may be one of the reasons he has been an active and dedicated advisory council member. He has assisted us in a continuous review of the contents and organization of the automotive program in keeping with the occupational needs of the community. Ken has been a community channel between college and community occupational groups recently. Ken was selected to participate in the General Motors Specialized Electronic Training Course. With the automotive industry being revolutionized by electronics, we feel Ken's input to our programs is invaluable.

—Bud Parks, Lead Instructor, Automotive Technology Program for Highland Community College

ICoVE members visit Highland Community College's Automotive Technology Program.

Nominated by: Bud Parks, Lead Instructor, Automotive Technology Program, Highland Community College, Freeport, Illinois 61032-9341

For additional information, contact: Bud Parks, Lead Instructor, Automotive Technology Program, Highland Community College, Freeport, Illinois 61032-9341, 815/235-6121

Bud Parks
Lead Instructor, Automotive Program
Highland Community College
Freeport, Illinois

Automotive instructor considered community expert called to troubleshoot.

Bud Parks has gone out of his way to develop an outstanding Automotive Technology program at Highland. His graduates are sought by employers throughout the district and have earned a reputation for knowledge and ability in the field. Mr. Parks has also gone to great lengths to establish programs to help upgrade local automotive technicians on rapidly changing technology.

Community Partnerships

In addition to working with traditional students and older students needing upgrading, Bud has established a strong working relationship with automobile dealers, service technicians, and suppliers throughout the college district. Bud is considered an expert who is often called by technicians when they cannot seem to find the source of trouble in an auto repair problem.

Mr. Parks is outstanding in the finer points of diagnosing with every emphasis on scope work and trouble shooting. He will try to make a point of everything to make sure you pick up on it and is always available when you have a question.
—Randy Werkheiser, Student

He emphasizes the necessity for the basics of automotive mechanics and is undoubtedly the most enthusiastic motivator of automotive excellence that I know. I feel that he is most deserving of this recognition.
—Ken Cuplin, Advisory Council Member and Former Student

Donations

Mr. Parks has spent a great deal of time and effort in bringing state-of-the-art equipment donations to the automotive program. His ability to secure donations of advanced equipment speaks highly of his reputation. When Bud gets calls from envious program directors in other parts of the state wanting to know his secrets of success in securing donations, the answer is, "Build an excellent program and people will be more than happy to donate equipment."

Bud Parks embodies excellence in teaching, upholds high standards and expectations of his students, and commands the respect of the local automobile service industry. He has earned the reputation from automobile industry representatives of running a truly excellent automotive technology program.

ICOVE members discuss automotive program with instructor Parks.

Nominated by: Dr. Joe M. Kanosky, Chairperson, Vo-Tech/Business Division, Highland Community College, Freeport, Illinois 61032-9341

For additional information, contact: Mr. Bud Parks, Automotive Program, Highland Community College, Pearl City Road, Freeport, Illinois 61032-9341, 815/235-6121

Margie Lockwood
Education Specialist
Illinois Bell
Joliet, Illinois

Illinois Bell representative is catalytic in bringing the 21st century into the classroom through business-education partnerships.

Margie Lockwood's contributions to vocational education have truly been outstanding. During the last eleven years, she has devoted herself to a broad range of activities that have made a difference in the lives of youth and teachers.

She is a valuable resource that educators trust. She has always been tireless in her commitment to partnerships between education and the private sector that enable youth and adults to be prepared for the future.

—Tom Boldrey, Ed.D., Planning Grant Director, Three Rivers Education for Employment System, Joliet, IL

Forms Collaboration of Business and Education

Her leadership has been the stimulus for enhancing the involvement of other business people in collaborative efforts with education. For example, she has solicited seven new businesses to become a part of the Joliet Elementary District #86 "Community Classrooms" career education program for junior high students. She has trained over 400 employers to be effective resource people for students.

Margie is exceptionally resourceful. She goes the "extra mile" to get things done, regardless if it requires working sixteen hours per day or creatively solving a complex problem on a moment's notice.

She understands the partnership concept and is always eager to share and work with the educational community toward goals which enhance learning opportunities for learners at every level.

Margie is always willing to dialogue with the educational community on the ideas of what's worth knowing and what's the best way to learn it.

—Clariann Woolard, Assistant Superintendent, Education Service Region, Will County.

Margie is effective because she has a global perspective and a positive approach. She is not self-serving, nor is she bound to a parochial vested interest. She wants results, and she gets them. She is not afraid to "get her hands dirty" whether that requires one-on-one dialogue with a school superintendent, personally developing curriculum, or talking to students.

World of Work Information

She has given presentations to hundreds of students in both elementary and high schools on such topics as technology and society, job interviewing, career decisions, coping strategies, telecommunications, the free enterprise system, and female role models. She has also organized many tours, field trips and conferences for teachers. During 1985, she developed a presentation on technology's impact on education called "Tomorrow is Today." Others have adopted and adapted this presentation to inform educators about the influence of new and emerging technology on education.

Margie's multiple roles and diverse involvement in vocational education can be illustrated by some of the committees on which she serves. Margie serves on advisory committees for the following: Wilco Area Career Center, Region 5 Career Guidance Center, Joliet Elementary District #86 Project, and Valley View School District 365-U. Ms. Lockwood is a member of several education committees, including Joliet Region Chamber of Commerce and Industry, Aurora Chamber of Commerce, and Naperville Chamber of Commerce. In addition, Margie Lockwood is the Z Club sponsor at St. Francis Academy, works on the Illinois Project for school reform and serves on the Joliet Junior College Placement Committee.

She has been not only an "idea" person—offering many creative suggestions—but also a most dependable "work horse" in the implementation of our projects.

—Walter F. Zalda, V. Pres. for Academic Affairs, Chairman of Education Committee, Joliet Region Chamber of Commerce and Industry

Creates Illinois Bell Program

In 1975-76, Margie Lockwood created the "Scooby" program, which was implemented statewide in 1976 by Illinois Bell. The animated Scooby character helped fifth, sixth, and seventh grade students with career awareness, values clarification, and self-concept.

In 1975-76, she also co-authored materials for high school students called "Get It Together." This cartoon program centered on employers' expectations, the job application process and career considerations. This program was implemented by Illinois Bell's education representatives and employment office interviewers.

Most recently Margie Lockwood was instrumental in the creation of "The Saturday Scholars Program" and "The Engineering Experience." The Engineering Experience class is a transportable model developed to expose female and minority students firsthand to the fields of engineering and to the types of education needed to prepare for such careers.

Margie is in touch with the corporate world and is very quick to advise us in areas that can be improved which would contribute to the continued excellence of our program.

—Mary Jayne Broncato, Superintendent, Joliet Public Schools

Brings It Together

Margie is found wherever she is needed. One day she may give a presentation to business education teachers and the next day to administrators or counselors. She provides expert input and material on a wide range of topics relevant to upgrading curriculum to meet the demands of the information and "hi-tech" age. Her advice is sought after, whether the concern is modernization of curriculum, staff development or regional planning. Currently, she is serving on the Ad Hoc Steering Committee of the Three Rivers Education for Employment System.

Margie Lockwood possesses a rare blend of theoretical knowledge which she is able to put into practice. Her exemplary leadership is a tremendous asset to her employer and to the education community. Her contributions to vocational education are praiseworthy, for she provides an excellent role model for others to emulate.

Mrs. Lockwood, a representative from Illinois Bell, was instrumental in the development of a partnership relationship between approximately twenty area high schools from Will, Grundy, Kendall, and Kankakee Counties and her organization. This partnership presented a career education experience entitled Saturday Scholars during the past two years. This program shall continue in 1986 and is now being replicated in several other areas throughout the State of Illinois.

Approximately five hundred students have participated in this program during the past two years. The content received included such interesting topics as Halley's Comet, fiber optic technology, marine biology, pharmaceutical research, bio-engineering, and physical evidence analysis in criminology.

—Emmett E. Fleming, Assistant Superintendent for Instruction & Personnel, Plainfield Community Consolidated Schools

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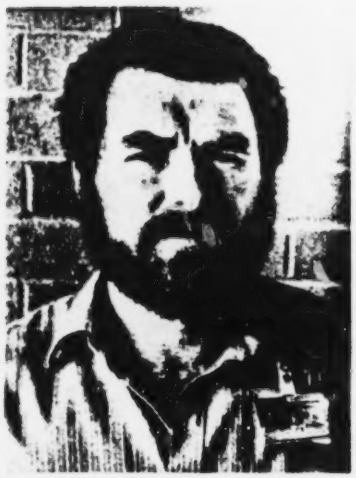
This success story is being submitted for national recognition.

Nominated by: Dr. Tom Boldrey, Three Rivers Education for Employment, 14 West Jefferson, Joliet, IL 60431

For additional information, contact: Margie Lockwood, Education Specialist, Illinois Bell, 65 West Webster, Joliet, IL 60431, 815/727-8069



Terry Mullins
Emergency Rescue Technician Instructor
Vienna Correctional Center
Vienna, Illinois

Corrections Program training emergency rescue technicians offers inmates an opportunity to help others while providing a community service.

Terry Mullins has taught in the medical field for Southeastern Illinois College at the Vienna Correctional Center, the Shawnee Correctional Center, the Hardin County Work Camp, and the Dixon Springs Work Camp. His areas of instruction include Emergency Medical Technician/Assistant, Cardiopulmonary Resuscitation, First Responder, Emergency Medical Technician/Assistant Refresher, Medical Terminology, and Emergency Rescue Technician. During his six years of teaching, he has made a significant impact on students and the surrounding communities.

I am an inmate at the Vienna Correctional Center. I took the EMT course. It was so interesting that I have consequently taken all of Terry Mullin's courses—EMT, ERT, and Medical Terminology. I have decided to make my career somewhere in the field of medicine.

I now work on the Johnson County Ambulance Service where I am learning more every day. I'd like to thank Terry for that opportunity as well.

—Philip P. Miller, Inmate

Mr. Mullins has worked in the field of emergency medicine for over twenty years. In addition to EMT instruction, he has served as an Air Rescue Medical Technician, a State of Illinois Emergency Medical Services Coordinator, and an administrative director of various hospital emergency departments.

He has a good working knowledge of the profession [and] instills confidence in his students.

—Jill Hall, RN-A, Inservice Instructor

Last year Southeastern Illinois College Correctional Education program graduated 150 students with certificates and degrees, which included 70 EMT/A certificates. Student pass rate for the State EMT test is over 95%, and is recognized by the State of Illinois Emergency Medical Services Department as by far the highest in the state.

Illinois Department of Public Health Supports Program

I would have to say that Mr. Mullins is one of the finest EMT-A instructors in the state. He has been involved with the Illinois Department of Emergency Medical Services since its inception and has done much to it.

From the standpoint of EMS, I believe that Mullins' EMT-A program at the Vienna Correctional Center is one of the best offered anywhere in the State of Illinois. I also believe that the quality of his graduates is excellent.

As far as corrections is concerned, I think his vocational programs really hit the nail on the head for several reasons. First off, many vocational programs taught in prison (such as welding, etc.), are good programs. I feel the EMT-A's occupy a unique place in our society due to the very nature of the job.

The ability and desire to help others has long been recognized by psychologists and sociologists as very positive therapy for many problems, such as depression and sociopathic behavior. I think were a comprehensive study done, it might find that of Mullins' EMT-A graduates who actually go to work in the field upon their release, they would have a very low recidivism rate.

—Robert E. Motti, Regional EMS Coordinator, Illinois Department of Public Health

The students taught by Mr. Mullins are primarily offenders incarcerated in the Illinois Department of Corrections. Mr. Mullins has adapted his teaching methods to meet the needs of his students in ways that are both innovative and effective. Instead of the required 106 hours of training before a person can be certified as an EMT, Mr. Mullins has structured his course to be 124 hours long. He utilizes more testing procedures than the average EMT instructor, as well as additional practical experience.

Mr. Mullins also teaches Emergency Rescue Training (ERT). Graduates of the ERT Program pass the state exam with a 93% pass rate, based on Department of Transportation standards. Mr. Mullins covers more

material in the ERT program than would be required. This ensures a broader base of knowledge and experience for the students. For example, he takes students out with institutional security measures to Ferne Clyffe State Park for exercises in repelling off cliffs.

Mr. Mullins was instrumental in obtaining approval to have EMT/A's working on the Johnson County Ambulance Service. Many of the EMT graduates now work as EMT/A's in Vienna, Illinois, along with civilian volunteers.

Mr. Mullins serves on several state committees such as the Illinois EMT Instructor Society and the Illinois ERT State Certification Board for ERT Instructors. He is also an instructor/trainer for the American Heart Association.

I read about your Emergency Medical Technician/Ambulance (EMT/As) Program in the CEA Newsletter's 1985 fall issue. I am very much interested in the program ... will you please send me any information you have that might assist us here ... in starting such a program.

—Willie Byas, Teacher, Georgia Department of Corrections

Taken from VIP-"Vienna in Progress"
by Michael Bouse

"5 Victor 14, respond to motor vehicle accident, 314 N. Main Street, code blue."

With those words the calm in the squad room is broken. Two chess players jump out of their chairs, upsetting the board. The one losing winks at the other as they run to their unit. "You're lucky—I had you beat in a couple of more moves."

In less than a minute the squad room is quiet again—and empty. The vehicle pulls away, its dome lights throwing red luminescent circles onto the town square. A crew member speaks into the radio. "5 Victor 14 to county base, we're on the way."

Sounds like a scene out of a TV police drama, doesn't it? Well, it's not. 5 Victor 14 is an ambulance operating out of Johnson County and those words, or a variation thereof, are heard every day of the week.

Since VCC inmates began working for the Johnson County Ambulance Service (JCAS), they have gone on and assisted in over 50 emergency calls.

Some of these runs have involved only simple transfers of a patient from one facility to another. Others have dealt with true emergencies like automobile accidents and heart attacks. On all these runs, however, the inmates have held their own and provided quality care in a professional manner.

"We feel the program is working out very well," said Carmen Dixon, coordinator of the JCAS. "These men are well trained, congenial and always cooperative."

"And so far," said Hood, "both the administration here and the county are very satisfied with the results. To my knowledge, Vienna Correctional Center is the only institution in the nation with inmates working outside the prison as professional medical personnel."

"I was dead set against the whole idea at first," said Don Tellor, long-time, civilian driver/EMT.

"I've changed my opinion for the better since working with these guys. They don't act like know-it-alls. They are good workers and are eager to learn."

It also provides a needed service to the community and saves the county money. It has been estimated that civilian volunteers and inmate EMT's may go on as many as 650 runs this year—up from 450 calls received last year.

In addition to the emergency medical technician class, Terry Mullins teaches courses in emergency rescue training and medical terminology. Over 500 inmates have graduated from VCC's medical programs since they began 10 years ago.

Most of the inmates on the ambulance service plan to continue in the medical field upon their release. Time spent on the JCAS makes not only an excellent training experience but a good job reference as well.

Nominated by: Hartzel L. Black, Dean of Correctional Education, Southeastern Illinois College, Vienna Correctional Center, Vienna, IL 62995, 618/658-9090

For additional information, contact: Terry Mullins, Southeastern Illinois College, Vienna Correction Center, Vienna, IL 62995, 618/658-9090

Dr. James J. Ahern
Principal
James H. Bowen High School
Chicago, Illinois

Chicago principal works with students, advisory council, business community, parents, AVC's, community colleges, and special programs to "elevate vocational education to a premier position in the scheme of programs."

Dr. James J. Ahern has provided extraordinary support for vocational education through his career. He has provided the administrative leadership which is necessary for the planning, formulation and implementation of a school policy that stresses academic and vocational preparation for each student.

During his six years as principal, the number of computer science classes has more than doubled . . . both classroom and computer lab . . . have expanded . . . we now have 36 microcomputers compared to none six years ago.
—Computer Science Department Chairman

Supports Improvement for Vocational Education

As the administrative and instructional leader, Dr. Ahern has created a collaborative and positive climate within the school that has allowed for the extensive improvement of the vocational programs at Bowen High School. Working closely in cooperation with faculty members, central office personnel and support staff, he has continued to update equipment for the vocational programs.

Continued acquisition of resources has allowed our teachers to update curriculum and create meaningful sequential programs in the areas of technical education, home economics, business education, and computer education. In support of these programs, Dr. Ahern has consistently provided information and support (time allotment) for staff development. He has aggressively encouraged the staff to participate in seminars, inservices and educational programs that have resulted in professional growth for the staff.

In order to provide continued support for the program and the staff with up-to-date information about changes in the work place, Dr. Ahern has actively coordinated the development of an Advisory Council composed of representatives from industry, business, community, faculty, and post secondary institutions.

As principal of Bowen High School, he has been a staunch supporter of vocational education programs. . . .

He has administered and monitored exemplary programs in drafting and bilingual drafting, and industrial education. He has gone to the community to aid in direct support and placement of students.

. . . Bowen High School . . . is in an area that was very dependent upon the steel mills for employment, and because of the severe depression in manufacturing, especially steel production, unemployment and poverty are prevalent in this community.
—Harry Tobin, Director, Practical Arts and Technical Subjects, Chicago Public Schools

Promotes Access

Dr. Ahern has stressed that access to the vocational programs should be provided to all students. In support of this policy he has not only encouraged all students to participate in vocational programs, but also has provided support services for LEP, Disadvantaged and Handicapped students who are in the vocational program. Working in cooperation with faculty and support staff, support services components, including tutoring, vocational assessment, articulation and guidance, have been interfaced into the vocational programs.

Informs Students, Parents, and the Business Community

He has actively encouraged and coordinated the dissemination of information about the vocational programs offered at Bowen High School. This dissemination has provided parents, community representatives and students with continual information about the changes in the programs, accomplishments of our students and special events, thus resulting in greater participation in our programs. Under his leadership, students who attend Bowen are encouraged to begin participating in vocational programs in their freshman year.

Begins in Elementary

Elementary school counselors and counselors from Bowen work in cooperation to provide students access to vocational programs. For students in elementary school, early participation in the vocational program is provided to them in the eighth grade. This early involvement has allowed students more extensive skill development.

. . . manifested a positive interest in vocational education. He is interested in making our students employable . . .

—Bessie Kartsounes, Chairperson, Business Education Department

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Encourages Career Guidance

Dr. Ahern's realization of changes that are occurring in the economic structure of our nation and more importantly in the South Chicago area has resulted in his support and approval for the development of a structured four-year career guidance program. This program when fully implemented will provide all students the information and guidance necessary for making legitimate career plans. Dr. Ahern has a career guidance center that will be the hub for these activities.

. . . has continuously shown his support of the vocational home economics program . . . that enable[s] the students to extend their learning experiences beyond the classroom . . .

—Home Economics Staff

Leads Articulation

Realizing that the preparation of students for their eventual career goals requires close cooperation among all levels of education, Dr. Ahern initiated in 1984 discussions with the local community college. As a result of their discussions, the process for developing an articulation program with the postsecondary level of education has begun.

During this current year, joint meetings have occurred and an opportunity was provided to all members of the Bowen faculty to visit the community college during an inservice afternoon. The response of the faculty to such a program was overwhelmingly positive and supportive. Continuing with this development, an articulation committee of Bowen faculty has been formed with representative staff from the areas of vocational education, guidance, administration, special education, bilingual education, and various academic areas. Such composition of the committee has allowed for a forum in which discussion of interrelated curriculum has developed.

Plans for the Future

As an administrator and supporter of vocational education, Dr. Ahern should be commended for his immediate support, but more importantly for his long-range planning of an education program that will result in a comprehensive, articulated vocational program that provides extensive career guidance for every student. This preparation and opportunity will provide each student the foundation for attainment of their future career goals.

In a letter to parents, Dr. Ahern said:

The success of your child's education is dependent upon the coordinated efforts of the school, the student, and you, the parent. Together we can provide an educational program that is meaningful and successful in preparing young people for their place in society.

The faculty of Bowen High School intends to graduate each student with:

1. job entry-level skills necessary for successful job placement,

2. a sound general academic base including math and science along with vocational education in order to attend the college of their choice leading to their professions,

3. enough pre-training in order to qualify for advanced technical training.

In order to accomplish these goals, we, as educators, need your assistance. We ask that during this school year you continue to speak with your children about their future career plans and explain to them the importance of regular attendance to school and class, good work habits, and the need for motivation to attain their goals . . .

Nominated by: Richard Pusateri, Chairperson, Vocational/Technical Education, James H. Bowen High School, 2710 East 89th Street, Chicago, IL 60617
For additional information, contact: Dr. Philip A. Viso, Board of Education, Central Office 6W(s), 1819 West Pershing Road, Chicago, IL 60609

The Honorable Clifford Bury
Regional Superintendent of Schools
Watseka, Illinois

Regional Superintendent supports vocational education, views it as a school responsibility and promotes vocational education throughout Illinois.

As a former graduate of one of the Iroquois County Schools (Crescent-Iroquois), I have long been aware of Mr. Bury's dedication to the schools and the children of Iroquois County. As a vocational teacher for the past four years in the Iroquois Area Career Center, I am also aware of his dedication and commitment to vocational education as an important slice of the educational pie.

His philosophy of education has been clearly defined. He feels that all students are not going to be able to go to college to get academic preparation for jobs . . . it is the schools' responsibility to prepare all students to become conscientious citizens and taxpayers . . . in order to do this, it is necessary to provide both academic and vocational classes for young people.

—Jim McNellis, Director, Iroquois Area Career Center

Promoted Iroquois AVC

Mr. Bury was the primary promoter of the planning, financing, and construction of the Iroquois Area Career Center located in Watseka, Illinois. When the vocational center opened its doors in 1975, the facility was totally debt free. Mr. Bury had worked a countless number of hours on this project, and it was through his efforts that no additional financial burden was passed on to local school districts. With the opening of the Iroquois Area Career Center, tremendous vocational training opportunities were made accessible to high school students attending schools that had less than adequate or nonexistent vocational classes.

He has shown his continued interest and support for vocational education by his participation in Iroquois Area Career Center Board of Control meetings. He is an ex-officio member of the Board and his attendance at meetings is excellent.

When the Iroquois Area Career Center started to experience difficult times caused by farm land reassessment, cooperation began to diminish. Each school became more concerned with their own interest.

Through all this, Mr. Bury kept reminding each district that education necessary for employment of the future would need to include more than academic courses. The majority of the job seekers would need training and skill in a vocational area. He maintained this kind of training could best be offered at the Iroquois Area Career Center where the participating districts had access to equipment and instructors that no single district could afford to offer on its own.

Our children came out winners . . .

—Roger Schuldt, Roger Schuldt Insurance, Board President, Iroquois Area Career Center

Authors Articles

Mr. Bury has been very supportive of vocational education over the years as evidenced by the numerous vocational education articles which have been published regularly in the *Iroquois County School Bulletins*.

I have witnessed his tireless dedication to providing the best possible vocational education for the students of Iroquois County.

—Darrell Wright, Mobile Equipment Instructor, Iroquois Area Career Center

Establishes Trust Fund

Recently Mr. Bury established a $50,000 trust fund. The interest from this fund is donated to the Iroquois Area Career Center to offset expenses. Thus, the regional cost per pupil is lowered enabling local high schools to allow more students to participate in regional vocational programs at the Iroquois Area Career Center.

As evidenced by his many achievements, Clifford Bury is not only a man who has dedicated his career to education, but also his entire life. After working to help provide the students of this rural area a quality education for more than 45 years, I feel there is no one in the State of Illinois who is more deserving of recognition than Mr. Clifford Bury.

It was through the untiring efforts of Mr. Bury that the Iroquois Area Center was constructed. He truly believes this type of training is needed and must be provided to the youth and adults of this area.

—Ralph Buswell, Retired Vocational Teacher and AVC Director

Nominated by: Mike Bleich, Iroquois Vocational Region, Courthouse Road, Watseka, IL 60970

For additional information, contact: James McNellis or Richard Longfellow, Iroquois Area Career Center, Watseka, IL 60970, 815/432-5471

Eugene T. Bertog
Coordinator, Hotel-Motel Management Program
Oakton Community College
Des Plaines, Illinois

Hotel-Motel Management program enrolls over 200 students, places 100% in jobs world-wide, and adds an international component with an exchange program.

Eugene Bertog is an outstanding vocational educator. He is a professor of hotel-motel management, the chairperson of the program, and the individual responsible for creating an exciting, innovative program that regularly enrolls more than 200 individuals. Several of Mr. Bertog's special achievements make him especially worthy of recognition.

From a Newspaper Interview:

I don't know of any of my students who have looked for a job that haven't been able to find one.

—Eugene Bertog

Practicum Provides Rigor

Mr. Bertog came to Oakton in 1974 from his position as Assistant General Manager of the Lake Shore Club of Chicago, one of the largest private hotel/clubs in the country. At Oakton, he began the hotel-motel management program, a model in the state for its design, rigor, and outcomes. The capstone of this program is a practicum that includes these elements:

1) formation of a corporation, including completion of incorporation documents and issuance of stock (papers are held by Mr. Bertog and not actually filed with the state);

2) planning and implementing a gala evening event at the college's annual College and Career Fair that includes obtaining donations and preparing food for over 1000 visitors, decorating the facility, providing entertainment, and advertising the event; and

3) auditing the corporation's books, putting together an annual report, and liquidating the firm.

The practicum provides students with hands-on experience in every aspect of organizing a corporation and planning and implementing a complex public event. (See picture, next page.)

Gene Bertog should be on the high school circuit teaching teachers to teach.

—Carol Piacenza, Former Student

Mentor for Students

Mr. Bertog has the ability to mold his students into a cohesive group and to mentor and work with them individually as well. He challenges them to set goals—and to reach them—that are well beyond what many expect for themselves when they first enter the program. He has been instrumental in helping students use vocational education both to obtain jobs and to transfer to four-year institutions to obtain bachelor's degrees, for he understands that an Associate of Applied Science degree provides many options to recipients. The outstanding job placement record for program graduates further attests to the quality of the program.

An employment record of nearly 100% placement, a consistent record of high average class size, are indicative of successful articulation with the industry, and administrative leadership of the program.

He started in the hotel business as a room clerk in high school and ended up a president of a hotel.

—Thomas A. Zimanzl, Ed.D., Oakton Community College

Exchange Program

Most recently Mr. Bertog initiated an exchange program with South Devon College in England. Students from Oakton's program can now study hotel management in Great Britain, and arrangements are being made for British students to study at Oakton. Adding an international component to the college's program will enhance students' abilities to advance in the field, particularly given the expansion of hotel chains throughout the world.

Professor Bertog invests much more of himself than is required to bring his students a curriculum which is always current and relevant to their needs.

—Jill Dybus, Instructor, Hotel-Motel Management, Oakton Community College, and Former Student

Industry Linkage

Mr Bertog is involved in many professional organizations and regularly promotes the Hotel-Motel Management program, as well as other vocational programs He frequently addresses high schools, civic groups, and professional organizations to advocate vocational education He is the only person from outside the industry who serves on the board of the Illinois Chapter of the Hotel Sales and Marketing Association This forum enables him to develop linkages with the industry and to remain in constant touch with changes occurring in it This, in turn, ensures that industry changes and trends affecting it are immediately reflected in course content

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Mr Bertog is a superb advocate of vocational education He maintains an active speaking schedule. and participates on panels for professional and civic organizations and is a model vocational teacher

—Thomas TenHoeve, President, Oakton Community College

Mr Bertog is involved in educational and civic organizations that extend beyond vocational education He is a member of the Dean's Advisory Council of the Loyola University College of Business Administration and the editorial advisory board of Addison-Wesley Publishing Company, was state chairman of the Heart Fund Drive, and is the public address announcer for Loyola University home basketball games The respect he has gained through these activities reflects positively upon vocational education because people know that he is associated with vocational education at the college He is a consummate marketer, educating people about his outstanding program and the benefits of vocational education

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I have always been very impressed with his knowledge of our industry, but my real praise for him is because of his devotion to his students

—Brian J Cooney, Assistant General Manager, The Hamilton-Stouffer Hotels

He is very highly regarded for the quality of the program he directs at Oakton Community College He is deeply devoted to the interests of his students

—Donald G Meyer, Dean, Loyola University of Chicago

A Volunteer

Mr Bertog is always available to serve on college committees and to encourage his colleagues to contribute to the institution He is a personable, warm individual who is generous with his time and is always available to help students and colleagues Because he so completely balances the accomplishment of tasks with attention to people, he is especially deserving of recognition.

Mr Bertog has been our Director of Education for many years In his term, he has established monthly hotel sales and marketing seminars These seminars help develop the hotel industry's professionalism on all levels . helped to increase a commitment to learn and increase proper practices in the industry"

—Carol A May, President, HSMA-Illinois Chapter, on behalf of the entire Hotel Sales and Marketing Association membership

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Nominated by: Thomas TenHoeve, President, Oakton Community College, 1600 East Golf Road, Des Plaines, IL 60016

For additional information, contact: Eugene T Bertog, Chairman, Hotel-Motel Management Department, Oakton Community College, Des Plaines, IL 60016

Dr. H. Jack Pfeiffer
Principal, Lawrence Adult Center
Springfield, Illinois

Adult Center Director promotes adult literacy, GED completion, OJT, marketable skills, program access, individualized programs, child care programs, and community involvement for productive members of society.

Dr. Pfeiffer began his career in education 28 years ago as a junior high classroom teacher. A dedicated educator, he became the principal of Adult and Continuing Education in Springfield School District #186 in 1971, and since 1980 has served as the principal of the Lawrence Adult Center, located at 101 E. Laurel Street, Springfield, Illinois.

Programs have expanded phenomenally and now are often recognized as being model programs. As experience and reputation for quality were gained, private employers . . . requested programs.

—Donald Miedema, Superintendent, Springfield Public Schools

Sets High Standards

Early in his career, Dr. Pfeiffer established for himself and the staff he directs clearly defined objectives and goals for adult vocational education programs designed specifically to meet the varied needs of the students attending the Lawrence Adult Center. Through tenable and operative guidelines in literally all facets of education for all adult age groups of diversified education, economic and social backgrounds, Dr. Pfeiffer has set evident and unmitigated standards for educators to maintain. In so doing, he has guaranteed and enhanced the quality of life of the students who have attended the Lawrence Adult Center.

His commitment to the quality, relevancy, and advancement of vocational education has resulted in years of convincing senators, representatives, and congress-people, as well as leaders at all levels of education, that vocational and adult education play a vital role in the quality of life and enhance the economy in Illinois, as well as the nation. As a result of Dr. Pfeiffer's high-impact advocate role, funding and support have been increased.

In addition, Dr. Pfeiffer has led the country in adult and vocational education by introducing and implementing the open entry/open exit enrollment structure, individualized instruction, pre-employment guidance, community/education partnerships, a record-breaking job-placement program, a standardized exit and follow-up model, and a multimedia marketing effort. Many of his programs have received national recognition.

Promotes Opportunity

Dr. Pfeiffer's contribution to vocational education has not been restricted to the Lawrence student population. He has served unselfishly to protect and provide educational opportunities for all Illinois adults who cannot provide such essentials for themselves. He has served as chairman, consultant, lobbyist, evaluator, delegate, advisory member, board member, guest speaker, and panelist on behalf of quality adult vocational education and the recipient of numerous awards and recognition.

Senator John A. Davidson praised Dr. Pfeiffer's programs because they "allow students to begin classes the day they want to and finish when they have met their goals."

Serves "Latch-Key" Children

Specifically, within Springfield District #186, Dr. Pfeiffer developed and implemented an innovative "latch-key" program—SCOPE—(Serving Children of Parents Employed). In order to meet the child care needs of working parents and to increase the enrollment in the district's public schools, a pilot SCOPE Program was initiated in the school year 1980-81. Although there were a few such programs in the nation, this was the first one in the state of Illinois.

In that first year one school participated. It was a morning program 7 a.m. through 8:30 a.m. The program ran on one full-time and one part-time staff member with

13 children enrolled. Today the program runs from 7 a.m. through 8:30 a.m. and again at 3:30 p.m. through 6 p.m. with 12 schools involved, 500 children enrolled, and a 45-member staff with a waiting list of over 100 children. The Special Education Developmental Center participates in this program. This service is most beneficial to the parents of special needs children who often find it difficult to find quality child care.

This is just one example of the type of programs that Dr. Jack Pfeiffer has been instrumental in implementing. Throughout his educational career he has maintained innovative and functional programming that has permitted adults to earn a GED, learn a marketable skill, and become independently employed. Since 1980, 1,447 students have accepted employment as a direct result of the training programs available at the Lawrence Adult Center.

Because of his tenacity and desire in generating . . . partnerships with business, government, industry and labor, many deserving individuals are being given a second chance . . . to gain marketable vocational skills and become employed . . . productive members of society!

—Marilyn A. Kushak, Guidance Administrator, Region IV Career Guidance Center

Volunteers

In the community, outside of adult education, Dr. Pfeiffer is an active member in many civic organizations. He serves as the President of the annual Cruise for Charity event and chaired a grant writing committee for the Ronald McDonald House.

Nominated by: Ms. Alice Nichols, Program Manager, Lawrence Adult Center, 101 E. Laurel Street, Springfield, IL 62704

For additional information, contact: Dr. Jack Pfeiffer, Principal, Lawrence Adult Center, 101 E. Laurel Street, Springfield, IL 62704, 217/525-3144

Joseph A. Jiloty
Eastman Kodak Company
Oak Brook, Illinois

Private sector establishes expanding program for "unemployed who experience no possibility for employment" in DuPage County.

Training, Inc. is in its twelfth year of providing job training in the clerical field for the unemployed who experience no possibility for employment. The DuPage County program, which is the first of seven such programs currently operating in the United States, has trained over 1,200 people. Of those who enter the 14-week program, 90 to 95 percent of each class complete it. The placement rate in unsubsidized employment ranges between 80 and 85 percent for each class.

His actions don't stop with creating structures and providing equipment. He makes time in his schedule to visit the training site and interact with the trainees. He makes the Kodak offices and employees available for the trainees, so they can see the kinds of jobs they can do and talk to people doing those jobs.

When we were adding computerized accounting and some word processing to our curriculum, he invited the staff to Kodak to learn about their computerized jobs. With that data, a staff and business task force designed a curriculum component that is relevant to the needs of DuPage employers.

—Jan Ames, Director of Training, Inc., DuPage, Lombard, IL

A Business Setting

The structural and contextual design of this program is unique in the area of vocational education. A business context and setting enables the trainees to have the experience of a real job for 14 weeks. In the midst of this business setting, office systems, work flow, and typical employee interactions of a real job take place. Learning comes from the work, issues, and problems that arise in doing the clerical tasks and conforming to the policies of the office. Success is measured by the standards of excellence of the most successful DuPage County businesses.

Provides Role Model

From the beginning this program has been a partnership of business, education, and government. It is the contribution of business, and particularly Mr. Joseph Jiloty, on which I want to focus the remainder of this narrative. He has assisted in promoting instructional excellence by maintaining close and open communication between employers, board members, the training staff, and trainees. During each session the trainees host an open house for their simulated corporation. Mr. Jiloty regularly attends these and talks with each of the trainees about their progress and concerns. For the staff and trainees alike, he is a model of the excellence for which we strive. His style of working with people and enabling them to achieve has been outstanding for all of us.

I attended Training, Inc., graduated and found a job, yet I still had another wall to climb. My finances were exhausted and I had no way of getting to my new position. Through Mr. Jiloty's foresight and generosity I was able to receive a monetary hand up and start my job without any problem . . . I'd like to thank him for that extra mile he continues to go for people.

—Raydine H. Williams, American Society of Plastic and Reconstructive Surgeons, Inc., Chicago, IL

Eastman Kodak Makes Resources Available

As well as making himself available for support, he has made the staff and facilities of Eastman Kodak available. Kodak staff have come to the Training, Inc. site to conduct interview training workshops with trainees. They have conducted tours of their business offices so trainees can actually experience the opportunities that are available to them in the business community. This direct interaction with people on the job gives trainees real images for their career planning. It keeps the staff current on job requirements and the curriculum relevant.

Board of Experts Established

In the late 70's, changes were happening in the offices as computers came onto the scene and federal job training funds were being reduced. Training, Inc. needed a Board of Directors. Mr. Jiloty stepped forth and convened a group of business leaders for the purpose of establishing that board and became the first chairman. In that position of leadership, he very strategically created a board that represents the geography of DuPage County and the diversity of business expertise needed for a unique training program.

. . . whenever there is something to be done, Joe stands first in line to help . . . he has worked hard on fund-raising campaigns. He has arranged financial support for the program from his own company. . . . called upon business acquaintances in DuPage County eloquently persuading others to contribute to a cause in which he strongly believes . . . and is singularly responsible for most of the good things that have happened to the program.

—Charles A. Goding, CBC, Director, Public Affairs, Nalco Chemical Company, Chairman of the Board of Directors, Training, Inc. of DuPage County

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Under Mr. Jiloty's leadership this very young board assisted in developing a strong job placement network to serve trainees and employers, secured state of the art equipment, produced a brochure, established a trainee assistance fund to help trainees with financial emergencies, and held a 10th Anniversary Celebration which laid the foundation for major program fund raising. In addition, he established a working relationship with the Chicago Training, Inc. Board of Directors which benefits all three vocational programs.

In 1985, he turned the chairmanship of the board over to another member, but continues to play an active leadership role. He is chairman of a task force which is studying the direction this program needs to take in order to continue to serve the vocational training needs of the low-income residents of DuPage County.

Through the efforts of Joseph A. Jiloty and Training, Inc., DuPage has given birth to:

Training, Inc., Wabash Avenue
Training, Inc., Michigan Avenue
Fifth City Business Careers, Chicago
Training, Inc., Indianapolis
Training, Inc., Boston
Training, Inc., Newark

Both as chairman of the Advisory Board and personally, Mr. Jiloty has offered tremendous support to Training, Inc. and is indeed worthy of recognition by ICOVE. It is my privilege to have such an outstanding individual in my legislative district. His impact on the business community, as Midwest Director of Kodak, Inc., not only in DuPage County, but also in the State of Illinois, justifies special recognition . . . All that Training, Inc., directly reflects the efforts of Joseph A. Jiloty. In gathering materials . . . I ran across a 2,000-year old Chinese poem which aptly describes the philosophy of Joseph A. Jiloty and which has inspired the successful program of Training, Inc.:

Go to the people
Learn from them, love them
Start with what they know
Building on what they have
But of the best leaders
When their task is accomplished
Their work is done
The people will remark
"We have done it ourselves."

—James R. Stange, Illinois State Representative, 44th District, Springfield, IL

This success story is being submitted for national recognition.

Nominated by: James R. Stange, State Representative, 2625 Butterfield, #321N, Oak Brook, IL 60521

For additional information, contact: Ms. Jan Ames, Training, Inc., 2200 S. Main St., Suite 203, Lombard, IL 60148, 312/953-8770

Agnes Cecala
Word Processing Instructor
Triton College
River Grove, Illinois

Program expands from one small machine to six high-tech word processing courses offered all at once.

Agnes Cecala is a graduate of Northern Illinois University, where she earned her bachelor's degree in education. She received her master's degree in education from Concordia College with a major in supervision of instruction.

Agnes and her husband, John, have been married for twenty-three years. They have two sons: John, 22, a senior at Concordia College and Fred, 19, a freshman at DePaul University.

Agnes joined the Triton staff as an adjunct faculty member and devoted much of her teaching time to returning adults. A full-time instructor since 1981, she is now program coordinator and lead instructor for word processing in Triton's secretarial/reporting department.

Agnes has taken a business machines class and transformed it into a reknowned word processing center—a learning center which has an outstanding reputation throughout the state!

She has developed courses and material which train students to become "prime candidates" . . . for today's electronic office.

—Sharon Pieroni, Acting Chair, SEC/CCR Department, Triton College

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Premier Training Program

Agnes' top quality instruction is part of a word processing curriculum that has grown into one of the premier training programs in the state. When she came to Triton in 1969, her department only had one small machine. Since then she has developed an innovative program in a center that offers six different high tech word processing courses at one time. Students can enroll in an individual course or prepare for either a one-year certificate or a two-year associates degree. Her staff has expanded to ten instructors and seven instructional assistants who teach the electronic art of word processing to nearly 300 students.

But Agnes' contributions to her students go beyond the impersonal world of data bases and information retrieval. She particularly enjoys the person-to-person skills that she shares in her business communication classes.

"The course gives me an opportunity to use my creativity," she said. "Writing, speaking and interpersonal skills are necessary for survival in the business world. You might say that I share the best of two worlds—high tech and high touch."

Several students from your word processing program have been referred to us and have tested very well on our written and hands-on tests . . . the quality of the training these students receive is evident by the high scores they receive on our tests.

—Maribeth Bailey, Office Automation Staffing Division, Norrell Services, Inc.

Successful Students

In today's highly competitive job market, Agnes' students stand out from the crowd. After completing her classes in word processing and business communication, many of them have gone on to successful careers in offices and businesses throughout the Chicago area. And they are quick to credit Agnes for her contributions to their professional lives.

I thought that everyone who took a Wang class would be as proficient as I was in it. Being out in the "real world," I have come to the conclusion that I was very fortunate to have gotten the training and experience that I did at Triton.

—Linda R. LoCascio, Former Student, The First National Bank of Chicago

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Author

In addition to her educational talents, Agnes is also a published author. Her book, *Word Processing Skills and Applications Using Wang Systems*, is a standard in Chicago-area colleges and is used throughout the country. A second book on microcomputer instruction is scheduled for completion this year.

Her many contributions to her field have earned Agnes a place in the 1982-83 and 1983-84 editions of *Who's Who in the Midwest*. She also received the Honor Society Achievement Award from the Association of Information Systems Professionals.

She takes special pride in being part of an educational team at Triton. She said, "All of us in our department work together as a unit, and our students benefit from an integrated and consistent educational experience."

Student Comments

"Mrs. Cecala is a very dynamic person. Her enthusiasm is passed on to everyone in the class. She is always helpful and knows her material well. It is a privilege to be part of this class."

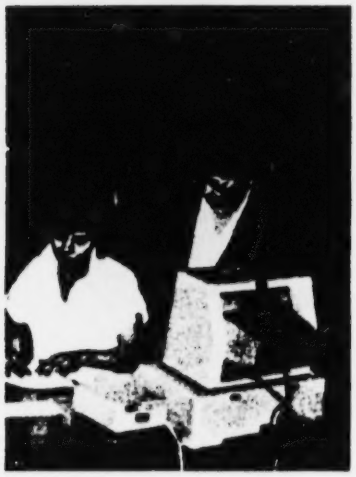
"Mrs. Cecala is probably one of the best teachers I've ever had. She really cares about how I do in school and will do almost anything to help me."

"Mrs. Cecala is a very dedicated instructor and definitely is an asset to the education field."

"Agnes is a superior master teacher. She is always prepared, on-target and interesting. Her students' learning is her first priority."

Nominated by: Daniel C. Segebarth, Triton College, 2000 Fifth Avenue, River Grove, IL 60171, 312/456-0300 Ext. 395

For additional information, contact: Agnes Cecala, Triton College, 2000 Fifth Avenue, River Grove, IL 60171, 312/456-0300 Ext. 587



Peggy Roberts
Office Education Teacher/Coordinator
North Chicago Community High School
North Chicago, Illinois

Chicago teacher/coordinator helps students obtain financial assistance and scholarships.

Peggy Roberts has taught at North Chicago Community High School for over twenty years and is presently the Office Education Teacher/Coordinator. She has shown a commitment for education through the many roles that she has undertaken as a member of the teaching staff at North Chicago Community High School, a citizen of North Chicago and a participating member of local and state organizations pertaining to business and education. Mrs. Roberts has actively participated in the Waukegan Chapter of the American Business Womens' Association, where she has served as the President, Program Director, and Scholarship Committee Chairwoman. Through her tireless efforts, many students from North Chicago Community High School have received financial assistance in order to further their education in business.

In 1983 she was elected Outstanding Woman of the Year, based on her ABWA participation, business experience and accomplishment, education and general information (organization, community activities, special interest and other responsibilities.)

She has shown empathy in dealing with all situations and her skills were prevalent as expressed by a group of North Chicago High School students who studied under Mrs. Roberts and presented a program to our members indicating their vocational goals.

—Marilyn R. Ebler, Chapter President, American Business Women's Association, Waukegan Charter Chapter

Student Organizations

Mrs. Roberts is currently on the Board of Directors of the Illinois Association for Office Education, a youth organization for office education in the State of Illinois.

My daughter learned that she would achieve all that she set out to, if she was willing to work hard toward that goal.

Mrs. Roberts gave her confidence in working in an office situation to prepare her for the world of work.

—Bernice H. Jordan, Parent and Former Student

Job-Oriented Goals

In her classroom activities, Mrs. Roberts has made an outstanding transition from teaching upper-level typing classes on traditional typewriters to the imparting of skill-level knowledge to students on microcomputers. Many of her activities in Office Education deal with interpersonal relationships with students on specific job-related placements. Mrs. Roberts has demonstrated an integrity that cannot be compromised when ethical standards pertaining to student work and job placement problems arise.

Mrs. Roberts and I have worked together for several years in an employer/coordinator relationship. Liquid Controls Corporation has employed students participating in the North Chicago Community High School Cooperative Education program for more than a decade. The students we employ always seem to be the cream of the crop.

Mrs Roberts . . . never hesitates to walk that extra mile with one of her students.

—Vincent M. Piat, Personnel Manager, Liquid Controls Corporation

The goals that Mrs. Roberts sees for her students, both in class and through the affiliated youth group organization, are demanding and achievable through hard work and dedication, on the part of both herself and her individual students. Mrs. Roberts has shown her students that the work ethic is achievable if a strong commitment is

made. All learning activities have a specific goal pertaining to this in all of her classes.

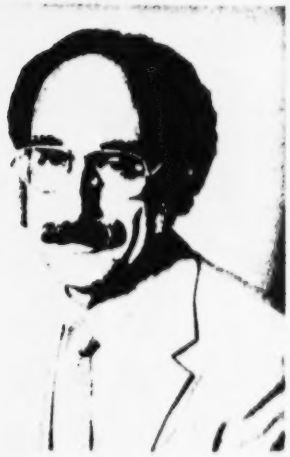
Presently, her Office Education class is working on mailing lists for the North Chicago Chamber of Commerce and many other local businesses while they are still in school.

Mrs. Roberts constantly motivates her Office Education students to learn today and to feel positive about their tomorrows.

—Georgia Van Cleave, Vocational Director, North Chicago Community High School

Nominated by: James D. Weber, Business Education Department Chair, North Chicago Community High School, 1717 Seventeenth Street, North Chicago, IL 60064, 312/578-7400

For additional information, contact: Peggy Roberts, North Chicago Community High School, 1717 Seventeenth Street, North Chicago, IL 60064, 312/578-7400



Howard M. Cutler
Senior Vice President
Director Creative Resources
Foote, Cone & Belding
Chicago, Illinois

Advisory Council member rallies support and involvement from other graphic arts industries to provide cooperative education/internship programs for juniors and seniors in Chicago schools.

Mr. Howard M. Cutler began concrete assistance for schools and students in the Chicago public schools in the spring of 1977 at Tuley High School, which later became Clemente. He promised personal assistance and the assistance of the company he represented as director of production.

Mr. Howard Cutler has volunteered his services to the students of the Chicago Public Schools for almost nine years. Mr. Cutler felt that if he hired college graduates with advertising degrees he still had to train them from scratch and they tended to leave for other jobs. Mr. Cutler felt that he could teach high school students to perform certain jobs and he would develop a more loyal and lasting employee relationship for the agency . . . Mr. Cutler has opened his own firm, but continues to work with young people and act as the liaison between the Chicago Public Schools and the advertising industry.

—Maude Carson, Principal, Lane Technical High School

Inspires Other Companies

Mr. Cutler delivered this assistance in abundance and persuaded and inspired the assistance of other companies also. He organized selected industrial leaders to host seminars on their company sites for 42 graphics teachers to get current information about each area of the Graphic Arts Industry. These seminars covered a period of 12 weeks. He also persuaded these leaders to participate in a cooperative education program to hire junior and senior high school students and teach them while they worked. Some of those participating companies are:

—K & S Photo Graphics
—Handelan/Padersen
—Kodak
—Eaton and Iwen, Inc.
—Mergenthaler — Ryder Types
—DuPont
—Collins, Miller & Hutchings, Inc.
—Kieffer — Nolde, Inc.
—American Printers & Lithographers
—Warren Paper Company
—R. R. Donnelly, Inc.

Mr. Cutler provided the facilities, personnel and resources to develop a meaningful work-study program for Chicago public school students from a number of our high schools—Chicago Vocational High School, Simeon Vocational High School, Curie High School, Kenwood Academy, Tilden High School, Lindblom Technical High School, Lake View High School, and Clemente High School.

Secures Donation

He secured funding from Sears Roebuck and Allstate Insurance for the movie "Too Late For Me" produced by Clemente High School students which was shown on national commercial television.

Mr. Cutler has not limited his work for vocational assistance for Chicago public students only while they were in school. He was instrumental in helping numerous students to secure employment in the Graphic Arts Industry after graduation from high school. He continues to inspire more industrial leaders to follow his lead. The Minnesota Mining and Manufacturing Company (3M) in the spring of 1985 committed resources to assist in this work-study endeavor. This plan is to also help with curriculum development and to assist with teacher updating seminars so that they may keep abreast.

I hired two people out of the work study group at Foote, Cone & Belding . . . I was so impressed with the quality of these people that I have just interviewed a new group of students and have hired one . . . I find the Vocational Education Program to be of great value, because it allows us to find people for our industry that have intelligence and, above all, tremendous motivation. I hope you will find a way to introduce your program to other businesses. It can have significant benefits to both business and the kids involved in the program.

—Kenneth E. Todd, Pres., John & Ollier, 817 W. Washington Blvd., Chicago, IL

Makes a Difference

Mr. Howard Cutler has earned this recognition because of the very meaningful contributions he has made to many, many students and teachers in our industrial vocational programs during the past years. He has not hesitated because the task was difficult nor because monetary funds were needed. He worked to attain either one or both. He gave of himself unselfishly as an individual, as an administrator in his company and as a chairman of the Graphic Arts Communication Advisory Council from its beginning.

Since 1983-84, Foote, Cone & Belding Advertising has participated in the Chicago Board of Education's Adopt-a-School program. Ten students were chosen by their teachers according to specified requirements and assigned to various departments in the area of their main interests—photography, illustration, typesetting and print production. The students attend school on Monday mornings then travel to FCB to learn and work in the afternoon.

After arriving, the students, along with company employees, attend production seminars on how to give a presentation, outdoor advertising and techniques dealing with typography. The students have also gone on tours at such businesses as the Chicago Tribune Freedom Center, K & S Photo Lab and Kieffer-Nolde Engraving.

After the seminars, the students reported to their respective departments to receive instructions from their supervisors. They were assigned projects to familiarize them with the workings of an advertising agency.

Student Comments

FCB has given me many ideas for what I would like to do. My experience here is going to be a great asset to me in my future years. I will always remember my Mondays here at FCB and I plan to use every bit of information I have learned here in the Graphic Services Department.

—Patricia Bunce

I'd like to thank FCB for taking such an interest in the work-study program. I am grateful for being asked to participate. I have learned many skills in photography which have opened many doors for my future. I'm thankful for the opportunity and my experience gained.

—Michele Kroll

This program has been very helpful to me for the future. It gave me hands-on experience in the photography world. Foote, Cone, and Belding was real fun. I especially enjoyed working with my supervisor, Craig Stillwell, duplicating slides and learning many things about photography. There should be more programs like this one. Thank you FCB!

—Augusta Lee

This experience has opened my mind to my own talents and capability. If I had the chance I would definitely get into the program again and I recommend the program to all offered this opportunity to learn.

—Gina Baranski

I have learned many of the steps that go through the advertising business. I have enjoyed what I have learned in this work-study program. It gave me information as a possible career in advertising.

—Alicia Ortiz

I feel this program has been helpful to me by helping me decide what I can accomplish in the future. I especially enjoyed making the storyboards and illustrations. I have enjoyed the program very much.

—Adam Perez

This program has been fun and very helpful. It has given me lots of experience on the photostat equipment. The program has been informative also. I enjoyed working at Foote, Cone, & Belding. Thank you FCB.

—Michael Perkins

Working at FCB this year has taught me many things about advertising and printing. Because of this program, I have decided to go into a career in this field. I am grateful to FCB for having this program and teaching me what I have learned.

—Paula Mason

FCB has brought out the flourishing artist inside myself. These months have been very helpful and an interesting experience for me. At FCB they have given me the hands-on experience on what the advertising business is all about. I encourage anyone that is offered this experience to take it. I hope that I will have another chance at this type of experience.

—Schari Shanahan

This program has helped to expand my knowledge of the printing business. I have had hands-on experience when dealing with the different jobs I have been assigned. I feel very fortunate to have been asked to come here and I now realize how grateful I am to have had this opportunity. I hope many others will be able to share these same experiences as me.

—Margarita Torres

Nominated by: George Jones, Coordinator, Commercial Art & Photography; Harry Tobin, Director, Practical Arts and Technical Subjects; and Philip A. Viso, Assistant Superintendent, Vocational/Technological Education, Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609, 312/890-8850

For additional information, contact: Howard M. Cutler, Graphic Arts, 160 East Illinois, Chicago, IL 60601, 312/337-5500

Steve Pollock
Johnsburg High School
McHenry, Illinois

Administrator links JTPA and schools in open-entry, open-exit programs, links youth with union carpenters and vocational education instructors, and links business, education, labor, and industry with careers for students.

Mr. Steve Pollock, the vocational education coordinator at Johnsburg High School, has been involved with McHenry County's Comprehensive Employment and Training Act (CETA) and Job Training Partnership Act (JTPA) programs for the last seven years. Mr. Pollock has been very instrumental in helping provide, design, implement and support some of the most innovative vocational education programs in the area, state and possibly, the country.

Project BELIEVE

One of the first projects Mr. Pollock helped to make a success was McHenry County's Project BELIEVE (Business, Education, Labor, Industry, Employment and Vocational Educators). This program was a pilot project of five county high schools to act as a career assistance program to inform students (and adults) of the job opportunities in McHenry County. Included in this project were slide-tape presentations of major industries, employment opportunities, computerized occupational information service, job placement and pre-employment counseling.

Steve Pollock has been the catalyst in the creation of the McHenry Township Park. He contacted the McHenry Township Supervisor, JTPA, Johnsburg High School, DCCA, the County Board and many others to make the park a reality.

With all the resources at hand and all the willing workers . . . the park will be a living testimonial to a community-minded individual.

—Lillian R. Carrington, Youth Program Director, JTPA

High School and JTPA Linked

Mr. Pollock was also very instrumental in making Johnsburg High School one of the service providers for McHenry County CETA, presently JTPA. Johnsburg offers many different vocational classes for any JTPA client who may need them. They range from truck driving and backhoe operation to woodworking and basic life skills.

One very important factor is that these classes are able to begin at anytime and are not bound by a set start date for each semester. This has proven very helpful when clients need immediate assistance and are not able to wait two to three months for a class to start.

Mr. Steve Pollock has worked with the Job Training Partnership Act (JTPA) for many years. When he arrived at Johnsburg High School as Director of Vocational Education, McHenry County JTPA (formerly CETA) had only one classroom training component—the local community college. Although the college provided excellent training classes, JTPA was somewhat limited in certain areas of training . . . [the additions] give us flexibility.

Mr. Pollock provided a wide variety of vocational classes for not only youth but our adult population. All of the classes provided are on an open-entry/open-exit basis.

Mr. Pollock has brought to McHenry County JTPA classroom training, many innovations, increased capacity in working with target groups and flexibility to offer these programs to all who might need these services.

—Jack R. Haffner, Director, JTPA, McHenry County

Career Information for Summer Youth

Another one of Mr. Pollock's ideas that has assisted the JTPA program a great deal was the idea of mobilizing our labor market orientation and career awareness sessions for the JTPA summer youth participants. Instead of having the students go to various high schools throughout the county, the mobile unit, a 15-foot Winnebago, visits the worksites for one or two days at least twice each summer to help student workers with job problems, career exploration and world of work information.

Park Developed by Youth

One final project that has proven very successful was a park project for McHenry Township. This project involves developing a 55-acre tract of land and turning it into a township park. This took many hours of planning and meeting to get various agencies to agree to begin work (union, labor, township and state government, JTPA and local high schools). All the work for this project is done by JTPA-eligible summer youth with the supervision of union carpenters and certified high school vocational instructors. The project which will be two to three summers before completion will include the construction of a jogging track, baseball and softball diamonds, soccer fields, tennis courts, and up to ten pavilion areas for picnicking and a concession stand.

Each of the students will be educated in the use of various construction equipment, tools and other skills including construction safety. The students will learn to read blueprints and a transit, pour concrete, use a hammer and saw, and even run a land scraper.

Mr. Pollock is a very creative and industrious person and one who is totally committed to his belief in vocational and career education for anyone at any level.

As Chairman for the Private Industry Council for McHenry County Job Training Partnership Act (JTPA), I have never worked with an individual so personally committed to training unskilled youths and adults. He has developed programs to mainstream ex-offenders, keep young people from becoming dropouts with his summer youth programs, has provided early school leaver programs for dropout students and has worked to train displaced workers with no other skills.

He has provided transportation for trainees who couldn't get to his training centers and he has provided a mobile training unit to take counselors to job sites where students were employed throughout the county. He has solicited machinery donations from area employers and trains students, both youth and adults, on equipment that they would actually use.

—Sandra Pierce, Director of Industrial Relations and Material Procurement, RAE Corporation

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This success story is being submitted for national recognition.

Nominated by: Sandra Pierce, Director of Industrial Relations, & Material Procurement, Rae Corporation, 5801 W. Elm Street, McHenry, IL 60050
For additional information, contact: Steve Pollock, Johnsburg High School, 2002 W. Ringwood Road, McHenry, IL 60050, 815/385-4003

John P. Polzin
Automatic Service & Transportation Instructor
Curie High School
Chicago, Illinois

Students place in troubleshooting contest and win awards for industrial arts exhibits at Chicago's Museum of Science and Industry.

John Polzin is an outstanding vocational instructor. Mr. Polzin has exhibited a continuous growth throughout the past thirteen years of service with the Chicago Public Schools, in which he has taught automotive service and transportation courses at Curie High School on the southwest side of the city.

In addition to teaching the rudiments of automobile technology, he fosters a spirit of responsibility in his students and they work diligently in team effort on the various types of autos he has been able to obtain for their hands-on experience . . . many companies and organizations supply him with vehicles so that students will have an opportunity to work on a variety of engine types.

—James J. Kuzel, Assistant Principal, Curie High School

Keeps Up-to-Date

What makes John Polzin an outstanding achiever and contributor to the educational process at Curie is his continued advancement and updating of skills in the automotive service field. The technology in the automotive industry has been changing by leaps and bounds with each model year. With these changes come the never-ending cycle of attending manufacturers' schools and jobbers' clinics throughout the year to fill the gap of knowledge and understanding of product lines.

Since we teach the service and diagnosis of all manufacturers' cars, this greatly expands the number of learning experiences which the instructor must have to stay abreast of this field. Since obtaining his master's degree in Occupational Education, John has continued to take graduate-level courses such as educational methods, consumer economics, management and supervision, all of which have kept him in contact with the educational community and given him many varied viewpoints in which to teach his subject.

Working toward Certification

He has also taken on another goal of being a Certified Automobile Mechanic by the National Institute for Automotive Service Excellence. This organization is undertaking the job of voluntary testing for certification of all mechanics in the automotive trade.

The individual must meet certain criteria to take the tests and then must have strong theoretical and hands-on working experience on varied vehicles in order to pass them. Of the eight areas of certification, he has attempted and passed six to date.

He also owns and operates an independent repair facility in which his business experience in working with the public, city, state, and federal agencies has given him an insight of the automotive trade beyond the tool box.

Mr. Polzin has the unique ability of developing and maintaining rapport with the most difficult of young people . . . I have viewed literally thousands of teachers and rank Mr. Polzin with the best of them.

—Philip A. Viso, Assistant Superintendent, Vocational/Technical Education, Chicago Public Schools

Students Compete Successfully

Since an auto shop is a service-oriented type of experience for students, Mr. Polzin has been a great believer and an active participant in the Chrysler-Plymouth troubleshooting contest.

Each year he has taken his four highest achieving students to take the written part of the contest which will qualify them, if they obtain a high enough score, to enter into the hands-on portion of the contest in which they compete with other schools throughout the state.

His students have placed 4th, 7th, 9th, 11th, and 13th in the past years in which Chrysler has run the contest. He feels that this is an exceptional rating since he is competing against area vocational centers in which students spend half of their school day in the auto shop, in

comparison with his general high school shop in which students spend two periods a day in training.

He is also an active participant in the Chicago Industrial Arts Exhibit at the Museum of Science and Industry. His students have won many awards in competition with other Chicago high schools during this exhibit.

He feels his greatest accomplishments have been in training and also in the placement of many fine automotive technicians into the field in its many facets, which range from line mechanics, service managers, and repair shop owners to mechanical and electrical engineers.

He is one of the most creative instructors I have seen in all of my years in vocational education.

—Harry Tobin, Director, Practical Arts and Technical Subjects, Chicago Public Schools

Nominated by: Edward Makuch, Department of Vocational/Technological Education, Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609, 312/890-8854

For additional information, contact: John P. Polzin, Curie High School, 4959 S. Archer Ave., Chicago, IL 60632

Mrs. Violet Kueker
Waterloo High School
Waterloo, Illinois

Home economics teacher followed her role model and became a role model for others.

After 33 years of teaching, Violet Kueker retired. In honoring her dedication and success, Mrs. Kueker was asked to reflect on her career, why she chose home economics, and what it takes to be an exemplary teacher. Mr. Silsby, Waterloo High School Principal, shared her remarks with ICOVE. We share them with our readers.

"Home Economics teaches us how to live right out there on *that* street, in *that* family, next to *those* neighbors, on *this* particular income, with *these* realistic values."

This is a quote, the source unknown to me, that I believe needs to be publicized nation-wide to strengthen American families. The family is the backbone of the nation, and America is only as strong as its homes.

Home Economics education should be a requirement for graduation in every high school.

As my vocational home economics teacher and Future Homemakers of America advisor, Violet Kueker was a guiding and major influence on me in selecting home economics education as my career. The program which was in effect during my high school years was developed by Violet and was recognized often at the state level for the leadership qualities which it developed in students. Not only was my own background for success developed here but at least five other students at that time took Violet's training and went on to major in home economics and related fields at college. The majority of these people are now also home economics educators in Illinois.

—Judy Wilkinson, Former Student

Teacher Was a Role Model

When I enrolled in my first high school home economics class, I admired my teacher. Her standards were high and she was an excellent teacher. I was interested in the subject matter and I worked hard to meet her expectations. I enjoyed doing the projects and was encouraged by my family to work hard and do my best. Nothing succeeds like success.

I feel very fortunate to have had many home economics teachers I admired while earning my undergraduate and graduate degrees.

At the University of Illinois, I worked on my Master's Degree in Home Economics Education. My classes consisted of "How to Teach Family Living," "How to Teach Foods and Nutrition," and "How to Teach Clothing and Textiles." I developed unit plans and illustrative materials to use in my classes.

Every so often, an educational district is blessed with having a teacher of such outstanding abilities, devotion to her profession, genuine fondness, affection and concern for her students, that the loss of that teacher is felt by everyone who has ever been associated with her. You, Mrs. Kueker, are that type of teacher.

—James M. Carpenter, Regional Superintendent of Schools, Monroe-Randolph Counties

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Keep Up-to-Date

I continue to enroll in classes to improve my teaching. It is a challenge for me to use the computer and the word processing software as I prepare letters to my employers and IVHETA Region 5 letters.

I grew up in a family that believes in being a professional in your field. When you attend the meetings, and mingle with the flock, it is rewarding. Keeping up-to-date is essential. I continue to read widely and share many of these ideas with my students. I encourage my students to use the media by requiring articles or oral reports on current issues affecting the "World of Work."

Telling is not teaching. When students can experience hands-on training through vocational courses or complete the cone of learning in their contrived experiences, then I feel they have learned.

Although I have only been here one year, I have very quickly come to appreciate your dedication to the students of Waterloo High School. You are very well respected by the staff and students. This is due to the fine job you do each day in your classes.

—Leo Hefner, Superintendent of Schools, Community Unit District No. 5

Expect Excellence

Successful experiences develop self-esteem which I feel many high school students lack. I encourage pride in workmanship. I set high standards and students know what is expected of them. I encourage my students to think as I present many lessons by asking a challenging question.

I use many teaching methods to interest and reach my students. I feel it is important to have an attractive classroom environment. I encourage students to help prepare bulletin boards, posters, and displays. They are required to keep a notebook which I feel helps them to develop organization.

Students, both present and past, have been lucky to have had such a dedicated and caring teacher. Your successes throughout the years as a teacher, FHA/HERO advisor, Co-op coordinator, and colleague will continually live on in the halls, classrooms, minds and hearts of all those who pass through this building. I salute you for the tireless effort given on behalf of the kids.

—Phillip R. Silsby, Principal, Waterloo High School

Care for Students

My students know that I care about them. I believe that every teacher is an English teacher and counselor. My students feel free to discuss personal and school problems with me.

I have spent many extra hours working with vocational student organizations because I cared about my students. In these organizations, students can become responsible citizens by assuming leadership roles.

Promote Leadership

Many of my students have earned their FHA State degrees, were chosen as State delegates to National FHA conventions, and received FHA State scholarships to further their education in home economics. Our FHA Chapter has received many awards, including highest state honors.

Three of my students have earned the top state awards in FHA-HERO Leadership Conferences.

I have developed a slide-tape presentation and a cooperative education brochure to encourage enrollment in the interrelated cooperative education program. Many students have told me that they would like to be enrolled in Co-op, but the school budget has not permitted two classes, or it did not fit into their schedule.

I feel that Waterloo High School's home economics programs and enrollments have grown because of my dedication to teaching.

Achievements of Former Students

Four are presently teaching home economics in Illinois.

Several are teaching in childhood education at various levels, from managing their own day-care centers to early childhood education teachers to special education teachers.

Several received their doctorate degree in home economics in dietetics in home management.

Several have been entrepreneurs owned and operated Fabric Centers and carpet stores.

Several have managed food service operations (Lettuce Leaf, Gourmet to Go, and the Missouri Athletic Club in the St. Louis area).

One is assistant manager at a hotel in Denver.

Nominated by: Phillip R. Silsby, Principal, Waterloo High School, Bellefontaine Drive, Waterloo, Illinois 62298-1599

For additional information, contact: Mrs. Violet Kueker, Waterloo High School, Bellefontaine Drive, Waterloo, Illinois 62298-1599, 618/939-3453

Acknowledgements

On behalf of the Illinois Council on Vocational Education we express the following:

CONGRATULATIONS to those who were identified as successful:

- Vocational education students
- Private sector individuals, businesses, industries, labor organizations, and community groups
- Teachers, administrators, guidance counselors
- Public sector individuals, councils, and agencies
- Providers for targeted populations

ESTEEM for Governor Thompson who, on behalf of the citizens of Illinois, expressed appreciation and congratulations to those who achieved and contributed to success in vocational education.

THANK YOU TO:

- Persons submitting nominations for providing the success stories used in this publication and for organizing supporting information.
- Nominees for completing our questionnaires. Your responses were valuable.
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ICoVE Chair, 1985-86

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Legislative Mandates

The Illinois Council on Vocational Education (ICoVE) was established by the Carl D. Perkins Vocational Education Act of 1984. The thirteen-member council was appointed by Governor Thompson to fulfill mandates set forth in this federal legislation. Activities required of the Council include the following:

1. Conduct public hearings on vocational education.
2. Meet with and advise the Illinois State Board of Education on the development of a State Plan for Vocational Education.
3. Advise the Illinois State Board of Education and report to the Governor of Illinois, the business community, and the general public concerning:
   a. Policies needed in Illinois to strengthen vocational education programs, giving attention to programs for the handicapped;
   b. Ways the private sector can help to modernize vocational education programs.
4. Analyze and report on how money for vocational education programs is distributed and used.
5. Analyze and report on the availability of needed vocational education activities and services throughout Illinois.
6. Consult with the Illinois State Board of Education on evaluation criteria for vocational education programs in Illinois.
7. Recommend to the Illinois State Board of Education how business concerns and labor organizations can best be used in vocational education programs.
8. Assess how federal funds support secondary and postsecondary vocational education programs.
9. Recommend to the Illinois State Board of Education how the public, particularly local employers and local labor organizations, can be involved in providing vocational education in local schools.
10. Report to the Illinois State Board of Education about equal access to quality vocational education programs for special populations such as handicapped, disadvantaged, limited-English speakers, single parents, adults needing training, criminal offenders, homemakers needing training.
11. Evaluate and then report ICoVE's findings and recommendations to the Governor of Illinois, the Illinois State Board of Education, the Illinois Job Training Coordinating Council, the U.S. Secretary of Education, and the U.S. Secretary of Labor about:
    a. The adequacy and effectiveness of vocational education and the Job Training Partnership Act (JTPA) programs in preparing Illinois citizens for employment, as required by federal legislation;
    b. Coordination between vocational education and JTPA.
12. Help the Illinois State Board of Education establish technical committees from the private sector to develop lists of skills needed by workers in today's occupations.

Illinois Council on Vocational Education

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